
Title I Comprehensive Schoolwide Plan
FOREST HILL ELEMENTARY SCHOOL (0621)

ELA

1. List prioritized needs statements.

3rd Grade ELA: PM2 results indicate: 48.47% of students scored at Level 1. 30.7% scored at Level 2. 21% scored at Level 3 or higher (proficient). Decline in proficiency from the previous year (33% proficiency in PM2). Action Need: Address the decline in proficiency by reducing Level 1 scores and increasing Level 3+ scores through targeted interventions. 4th Grade ELA: PM2 results indicate: 50% of students scored at Level 1. 21.5% scored at Level 2. 29% scored at Level 3 or higher (proficient). Decline in proficiency from the previous year (37% proficiency in PM2). Action Need: Similar to 3rd grade, focus on reducing Level 1 scores and improving Level 3+ outcomes. Subgroups (Grades 3-5): English Language Learners (ELLs): PM2 results show high percentages of LY students scoring at Level 1: 66% in 3rd grade. 78% in 4th grade. 64% in 5th grade. Proficiency rates increased slightly (5.2% last year to 8.7% this year). Challenges: Overall proficiency remains significantly below expectations due to the high proportion of LY students in grades 3-5. Action Need: Intensify targeted support and language acquisition strategies to address gaps. Exceptional Student Education (ESE): PM2 results: 67% of 4th-grade ESE students scored at Level 1. 52% of 5th-grade ESE students scored at Level 1. Action Need: Develop differentiated instructional strategies and provide resources to better support ESE student progress. K-2 Performance: Kindergarten: On-grade-level proficiency improved slightly to 16.5%. Action Need: Implement targeted interventions and additional supports to accelerate growth. 1st Grade: Proficiency increased significantly to 25.2%. Action Need: Sustain and enhance instructional strategies to maintain growth and close remaining gaps. 2nd Grade: Proficiency decreased from 19% to 17%. Action Need: Identify and address specific challenges impacting student progress through tailored interventions and resource optimization.

2. List the root causes for the needs assessment statements you prioritized.

Limited collaboration between primary and 3rd-grade teachers impacts instructional continuity and student transition support. Parents are often unaware of the specific skills their children need to develop when transitioning between grades, leading to gaps in at-home support. Misalignment of curriculum and instructional methods across grade levels results in inconsistencies in foundational skill development. Discrepancies in instructional strategies between 1st and 2nd grade disrupt the progression of critical early literacy skills. Inconsistent implementation of foundational skills instruction affects student preparedness for advanced content. Limited focus on early literacy interventions in lower grades leaves struggling readers without the necessary support. Parents lack access to effective tools or resources to help reinforce foundational skills at home. Insufficient use of data-driven approaches hinders the identification of specific intervention needs for students. Teachers and parents are not adequately equipped to interpret or apply data insights for targeted interventions. Teachers need more professional development opportunities focused on effective intervention strategies, particularly for diverse student subgroups. There is a lack of understanding of the unique needs of English Language Learners (ELLs) and Students with Disabilities (SWD). Limited differentiated instruction for ELLs and SWD students restricts their ability to engage with grade-level content. Early literacy instruction lacks language support strategies tailored to ELL needs, making it difficult for students to build foundational language skills. Language barriers faced by parents of ELL students hinder their ability to provide academic support at home. Lack of understanding of the unique needs of English Language Learners (ELLs) and Students with Disabilities (SWD). Limited differentiated instruction for ELLs and SWD students restricts their ability to engage with grade-level content. Early literacy instruction lacks language support strategies tailored to ELL needs, making it difficult for students to build foundational language skills.

3. Share possible solutions that address the root causes.

Opportunities for Staff (ELA SSCC) Professional Development Leadership: Lead professional development sessions focused on literacy strategies and methodologies. Facilitate daily Professional Learning Communities (PLCs) for K-5, fostering collaboration among teachers. Guide educators in discussing instructional practices, sharing strategies, and interpreting data to inform lesson planning. Emphasize data-driven instruction through collaborative analysis during PLC sessions. Provide training on UFLI (University of Florida Literacy Institute) practices to enhance literacy instruction.

Systems Implementation and Monitoring: Implement and monitor AVID systems across grades K-5, focusing on oral language development and cooperative learning strategies. Develop targeted planning and monitoring systems to support ELL students. Establish and oversee progress monitoring systems for technology program usage. Ensure lessons within technology programs are utilized effectively to support learning goals.

Literacy SSCC leads Systems: Implements and monitors AVID systems across grades K-5. Focus on developing oral language and cooperative learning strategies through AVID methodologies. Ensures targeted planning and monitoring systems are in place for ELLs. Establish a system for monitoring the usage of technology programs. Create a system to progress monitor the technology programs. Monitor lessons within technology programs to ensure effective utilization.

Opportunities for Students ELA Small Group Instruction: Deliver targeted small-group instruction tailored to the specific needs of ELL students in English Language Arts (ELA). Focus on personalized strategies to address student challenges and improve outcomes.

Supporting the Implementation of Instructional Resources Classroom Resources Support: Assist teachers in implementing magnetic lessons, ensuring they have the necessary tools for success. Guide teachers in integrating decodable texts, phonics resources (English and Spanish), and manipulatives into classroom activities to enhance literacy skills. Provide training on effective use of manipulatives to support decoding and comprehension.

Technology and Reading Programs: Support the implementation of IXL Reading for grades 3-5 to enhance comprehension skills. Assist with the integration of iReady resources, ensuring effective utilization for student growth. Facilitate access and training for IXL Reading subscriptions to maximize its impact.

Building a Culture of Love for Reading and Writing Fostering Literacy Engagement: Lead initiatives to promote a love for reading and writing, cultivating a positive attitude toward literacy across grades K-5. Implement reading incentives and reward programs to motivate students. Organize reading events and challenges to help students achieve literacy goals. Host parent and family literacy nights, engaging families in activities to support reading and writing at home.

4. How will school strengthen the PFEP to support ELA?

- Communication

Communication with families: Utilizes orange communication folders to facilitate daily communication between classes and parents. Sends home SOAR reports with students every Friday to update parents on student progress. Implements Class DOJO for teachers to communicate with parents about ELA-related matters effectively. Monthly parent newsletter

- **Parent Training**

Conducts parent training sessions to support ELA at home. Offers Literacy Nights focused on fluency in all domains based on the science of reading. Provides hybrid modes for families unable to attend in person.

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

School will: Provide resources to parents to keep parents engaged and informed about literacy. Provides parent resources on how to track student progress. Offers incentives for students who complete iReady Lessons Utilizes orange communication folders to facilitate daily communication between classes and parents. Sends home SOAR reports with students every Friday to update parents on student progress. Implements Class DOJO for teachers to communicate with parents about ELA-related matters effectively. Teachers will engage in professional development opportunities provided. Collaborate with Literacy SSCC in data interpretation and planning. Utilize recommended resources, such as phonics materials and manipulatives, in classroom instruction. Participate in reading incentives, fluency competitions, and encourage a love for reading and writing among students.

- **Students**

Students will... Complete iReady and IXL lessons for homework. Work on fluency during ELA classes. Return weekly SOAR reports with parent initials at home. Return their iReady tracking or IXL sheet along with other materials.

- **Parents**

Parents/Families: Attend and actively participate in parent/family nights focused on literacy. Support reading incentives at home by encouraging and monitoring reading habits. Collaborate with teachers to reinforce literacy strategies outside of the classroom. Spend time each day monitoring homework and iReady lessons with their child. Sign the SOAR reports and fluency passages. Return signed SOAR reports, fluency passages, and other materials to school on Mondays (or the next school day).

- **Staff Training**

Provides staff training to assist teachers in understanding how to engage and support parents/families in ELA activities at home.

- Accessibility

Physical Accessibility and Accommodations: Ensures physical accessibility and accommodations for families with disabilities. Collaborates with guidance counselors, and ELL contacts to support homeless and migrant families. Ensures that school facilities are physically accessible to all, including those with mobility challenges. Provides ramps, elevators, or other accommodations to facilitate access for individuals with physical disabilities. Supporting Parents with Limited English Offers translation services or interpreters for parents with limited English proficiency. Provides translated materials and resources to support communication with parents. Holds language-specific workshops or sessions to address the unique needs of parents with limited English proficiency. Flexible Meetings: Offers flexible meeting schedules to accommodate parents' diverse commitments and availability. Utilizes virtual meeting platforms for remote or asynchronous participation. Provides options for one-on-one meetings, phone conferences, or other flexible formats to ensure accessibility for all parents.

Math

1. List prioritized needs statements.

Math Proficiency Overview (PM2) 3rd Grade: Math proficiency dropped to 21% this year, down from 33% last year. 4th Grade: Proficiency declined to 29.7%, compared to 36.6% last year. 5th Grade: Math proficiency improved, rising from 31% last year to 37% this year. Subgroup Performance (Grades 3-5): English Language Learners (ELLs): Math proficiency for ELLs in grades 3-5 remained stable, with a slight decrease from 10% last year to 9.4% this year. Students with Disabilities (SWD): Proficiency increased slightly, improving from 31.4% last year to 32.8% this year. Grades K-2: Kindergarten: Proficiency decreased to 18% this year, compared to 22% last year. Action Needed: Implement targeted strategies to strengthen foundational math skills and address the decline. 1st Grade: Proficiency increased to 17%, up from 14% last year. Action Needed: Continue providing support to sustain growth and further enhance outcomes. 2nd Grade: Proficiency fell significantly to 18%, compared to 26% last year. Action Needed: Prioritize immediate interventions to address skill gaps and rebuild math proficiency.

2. List the root causes for the needs assessment statements you prioritized.

Grades 3-5 Math: Teachers lack deep understanding of standards, limiting effective core instruction. Few enrichment opportunities prevent students from extending their math skills. Students have limited practice with foundational skills, making it harder for parents to support learning at home. Grades K-2 Math: Teachers need additional resources to address diverse student needs. Limited access to advanced learning opportunities slows student growth and leaves parents without ways to support higher-level learning. Manipulatives are not effectively used in lessons, reducing student understanding and preventing parents from reinforcing concepts at home. Imbalance between core instruction and extra benchmark support creates learning gaps that parents struggle to address. Insufficient use of ELL strategies hinders teachers' ability to meet language and academic needs, leaving parents unable to support their children effectively.

3. Share possible solutions that address the root causes.

Opportunities for Staff Professional Development Leadership: Lead professional development sessions focused on effective math strategies and methodologies. Facilitate daily Professional Learning Communities (PLCs) for K-5, encouraging collaboration and sharing of instructional practices. Guide teachers in interpreting and utilizing data to inform instructional planning and lesson development. Emphasize data-driven instruction by collaboratively analyzing data with teachers during PLC sessions. Systems Implementation and Monitoring: Implement and monitor AVID systems across grades K-5, with a focus on oral language development and cooperative learning strategies. Develop targeted planning and monitoring systems for ELL students. Establish and oversee progress monitoring systems for technology programs to ensure effective utilization. Monitor lessons within technology platforms to align with instructional goals. Opportunities for Students Math Small Group Instruction: Deliver targeted small-group instruction tailored to the needs of ELL students. Address specific learning gaps through personalized teaching strategies. Supporting the Implementation of Instructional Resources Resource Utilization: Support teachers in implementing resources such as IXL, Reflex, Frax, Flocabulary, and iReady Magnetic Math. Ensure teachers are equipped to provide effective differentiated instruction using these tools. Guide the integration of spiral reviews to support front-loading and reteaching of standards throughout the year. Assist teachers in using manipulatives to enhance students' concrete understanding of math concepts. Provide training on incorporating manipulatives effectively to meet standards. Building a Culture of Love for Math Promoting Math Engagement: Lead initiatives to foster a positive attitude toward math across grades K-5. Implement math incentive programs and rewards to motivate students. Organize math events to help students achieve their goals. Host parent and family nights dedicated to math, engaging families in activities that encourage math practice at home. Opportunities for Key Stakeholders Teachers: Actively participate in professional development and collaborate in data-driven planning with the Math SSCC. Utilize recommended resources such as manipulatives and fluency materials in classroom instruction. Encourage student participation in math incentives and fluency competitions to inspire a love for math. Parents/Families: Attend parent and family math nights to learn strategies for supporting math skills at home. Encourage and monitor math habits to reinforce learning. Collaborate with teachers to reinforce classroom strategies at home. School Administration: Provide resources and funding for professional development and math initiatives. Create a supportive environment that fosters a culture of love for math. Community Partners: Collaborate with the school to provide additional math resources and support for events. Contribute to math programs or competitions through sponsorships or incentives.

4. How will school strengthen the PFEP to support Math?

- Communication

Communication-with families Classes will use the orange communication folders to send home daily with students. Students will take home SOAR reports on Fridays Teachers will utilize Class DOJO to communicate with the parents

- **Parent Training**

Parent Trainings-to support Math at home: Parent Trainings will be offered to support parents/families as they work with their students at home (Math) Math Nights (with translators present) for families to receive materials and learn to use math games and manipulatives to practice skills at home

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

The school will provide materials for math games and manipulatives to use at home. The school will provide a math website to support at home in math.

- **Students**

Students will work on math fluency according to their grade level/needs at home daily. Students will practice standards at home through adaptive technology

- **Parents**

Parents will attend math family nights and events planned for the school year

- **Staff Training**

Staff Trainings to assist teachers in understanding how to engage better and support parents/families as they work with their students at home (Math) PD for staff (each trimester) to teach families to utilize resources and strategies for math fluency and number sense

- **Accessibility**

Ensures physical accessibility and accommodations for families with disabilities. Collaborates with guidance counselors, and ELL contacts to support homeless and migrant families. Ensures that school facilities are physically accessible to all, including those with mobility challenges. Provides ramps, elevators, or other accommodations to facilitate access for individuals with physical disabilities. Supporting Parents with Limited English Offers translation services or interpreters for parents with limited English proficiency. Provides translated materials and resources to support communication with parents. Holds language-specific workshops or sessions to address the unique needs of parents with limited English proficiency. Flexible Meetings: Offers flexible meeting schedules to accommodate parents' diverse commitments and availability. Utilizes virtual meeting platforms for remote or asynchronous participation. Provides options for one-on-one meetings, phone conferences, or other flexible formats to ensure accessibility for all parents.

Science

1. List prioritized needs statements.

This year, 5th-grade science proficiency levels decreased by 5%, dropping from 70% last year to 65%. Black Student Achievement Gaps – Only 45% of Black students met proficiency in 5th-grade science, compared to 65% overall, highlighting a persistent achievement gap. ELL Science Proficiency Struggles – English Language Learners (ELLs) scored 20 percentage points lower than their non-ELL peers in science, indicating a need for enhanced language support in content instruction. SWD Science Proficiency Lag – Students with Disabilities (SWD) demonstrated a science proficiency rate of only 30%, significantly below the schoolwide average, reflecting a need for better differentiated instruction and accommodations.

2. List the root causes for the needs assessment statements you prioritized.

Students with Disabilities (SWD): Teachers lack training and resources for differentiated science instruction. Parents need guidance to support their child's learning at home. Students aren't receiving personalized support to succeed in science. Adaptive Technology: Teachers lack tools to personalize science instruction. Parents need recommendations and training to use technology effectively. Students struggle to engage in science without adaptive tools. Science Instruction Time: Limited lab time reduces hands-on learning opportunities. Parents lack resources to supplement science learning at home. Infrequent instruction hinders foundational skill-building and curiosity. Resource Disparities: Teachers need equitable resources and professional development. Parents, especially in Black and ELL communities, need science materials and guidance. Black and ELL students lack hands-on experiences and tailored instruction. Language Support: Teachers need training to integrate language support in science. Parents of ELL students need resources to support learning. ELL students lack language accommodations, limiting comprehension and engagement.

3. Share possible solutions that address the root causes.

Students with Disabilities (SWD): Utilize Generation Genius in 5th grade and IXL in 4th and 5th grades to deliver personalized, adaptive science instruction that aligns with individual learning needs. Provide teachers with training on incorporating adaptive tools and differentiated strategies to support SWD effectively. Share resources and guides with parents to help them reinforce personalized learning at home. Adaptive Technology: Implement Generation Genius for 5th grade and IXL for 4th and 5th grades to offer engaging, standards-aligned lessons and lab demonstrations. Equip parents with training and access to these tools to support science learning beyond the classroom. Science Instruction Time: Ensure consistent access to the Science Lab for grades 2-5, providing opportunities for hands-on experiments and exploration. Develop home-based science extension activities, supported by resources like Generation Genius, to bridge gaps in instructional time. Resource Disparities: Promote equity by offering Project-Based Learning (PBL) initiatives that integrate science with Fine Arts, ensuring all students, including Black and ELL learners, benefit from enriched, culturally responsive experiences. Provide ongoing professional development for teachers to maximize the use of adaptive tools like IXL and Generation Genius. Share materials and strategies with parents to create equitable opportunities for at-home science learning. Language Support: Deliver ESOL professional development to K-5 teachers, focusing on integrating effective strategies for ELL students in science instruction. Use tools like Generation Genius to present visual and interactive content that supports language development while building science knowledge. Provide parents of ELL students with translated resources and guidance to assist their children in understanding science content.

4. How will school strengthen the PFEP to support Science?

- Communication

Communication Classes will use the orange communication folders to send home daily with students. Students will take home SOAR reports on Fridays Teachers will utilize Class DOJO to communicate with parents

- Parent Training

Parent Training will be offered to support parents/families as they work with their students at home (Science) STEAM Nights (with translators present) for families to receive materials and learn to use games and science manipulatives to practice skills at home

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

School will communicate with families Classes will use the orange communication folders to send home daily with students. Students will take home SOAR reports on Fridays Teachers will utilize Class DOJO to communicate with parents. The school will provide the science materials necessary for students to complete science homework and projects at home

- **Students**

Students will use composition notebooks in 4th and 5th grade to demonstrate their learning and take interactive and organized notes.

- **Parents**

Parents will support classroom learning by attending STEAM night.

- **Staff Training**

PD for staff (each trimester) to teach families to utilize resources and strategies for science. Staff Training to assist teachers in understanding how to engage better and support parents/families as they work with their students at home (Science)

- **Accessibility**

Guidance counselors, and ELL Contact will continue working closely with families to support Homeless/ Migrant Families. Other (i.e., Communication, Physical Accessibility, Homeless/Migrant Families)

Action Step: Classroom Instruction

Provide explicit standards based instruction that meets the full rigor of the standards in all content areas delivered through data driven whole group and small group instruction to improve student achievement.

Budget Total: \$255,112.98

Acct Description	Description								
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non-certified tutors will provide push-in support for small group intervention support for 5th grade students in Dual Language for ELA, and 3rd-4th grade students in Dual Language for Math. Will begin in August.	3	\$15.00	5	6	35	Non-Certified	Original	\$47,250.00
	Non-certified tutors will provide push-in support for small group intervention support for K-2 students in reading. Will begin in August.	2	\$15.00	5	6	34	Non-Certified	Original	\$30,600.00
	Non-certified tutor will provide push-in support for small group intervention support for K-2 students in reading. Will begin in August.	1	\$15.00	5	3	35	Non-Certified	Original	\$7,875.00
Online subscription	Item					Quantity	Rate	Type	Total
	Write Score will be used by all students in grades 4-5 to reinforce BEST standards in writing. (site license - 300 students)					1	\$3,366.00	Original	\$3,366.00
	IXL license to be used for science remediation in grade 5 for 150 students. (site license - 150 students)					1	\$1,800.00	Original	\$1,800.00
	Reflex and Frax Bundle will be used for identified students in grades 2-5 to supplement standards-based math instruction as an intervention. (site license - 600 students)					1	\$4,795.00	Original	\$4,795.00

Acct Description	Description									
	Item	Quantity	Rate	Type						Total
	IXL Site License used for supplemental standards-based lessons, assessments, and practice for 3rd-5th grade students in ELA and Math. (site license - 400 students)	1	\$6,300.00	Original						\$6,300.00
	Flocabulary K-5 for all content areas hip-hop based vocabulary system to help with vocabulary acquisition. (site license - 850 students)	1	\$4,326.40	Original						\$4,326.40
	Generation Genius will be used to reinforce Science content using the video subscriptions, lesson plans, teacher guides, discussion questions, vocabulary, and quizzes that are available with English & Spanish subtitles. (2 site licenses - 150 students)	2	\$125.00	Original						\$250.00
	BT 515930- Added additional funds to cover IXL cost increase	1	\$1,625.00	Budget Transfer						\$1,625.00
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified staff will provide after-school tutorial for all students in grades 3-5 in Math and Science to remediate classroom concepts. Will begin in September.	6	\$37.00	3	1.5	14	Certified	Original	\$13,986.00	
Supplies	Item	Quantity	Rate	Supply Type		Type		Total		
	Dry erase markers with caps (black)	35	\$9.99	General Supplies		Original		\$349.65		
	Copy paper	50	\$44.61	General Supplies		Original		\$2,230.50		

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	AVID supplies	1	\$14,757.43	Program Supplies	Original	\$14,757.43
	Adjustment - benefits credit and final allocation	1	\$5,358.00	General Supplies	Other	\$5,358.00
	BT 515930- Reduced classroom supplies to cover IXL cost increase	-1	\$1,625.00	General Supplies	Budget Transfer	-\$1,625.00
Resource Teacher	This Math Resource Teacher will support small group instruction for 3rd-5th grade students in a push-in model of support.					

Action Step: Parent & Family Engagement

Grade-level parent trainings will be offered every trimester to support parents' understanding of standards and model strategies for academic support at home through consistent communication.

Budget Total: \$10,438.00

Acct Description	Description								
Temp Parent Support	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Parent Liaison will assist with outreach to increase parent engagement from	1	\$15.00	5	3	35	Non-Certified	Original	\$7,875.00

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	attendance concerns to support with parent training events.									
Supplies	Item	Quantity	Rate	Supply Type			Type	Total		
	Take home planner (5th grade) 150 bundle	1	\$622.00	General Supplies			Original	\$622.00		

Action Step: Professional Learning

Conduct ongoing professional learning opportunities that will build expertise in curriculum, support the implementation of best practices, utilize data to drive instruction, and plan and implement professional learning activities.

Budget Total: **\$227,427.77**

Acct Description	Description									
Single School Culture Coordinator	Single School Culture Coordinator will support systems for reading and writing in academics, behavior, and climate/culture to support K-5 teachers with data analysis, planning for the delivery of standards-based instruction, and more.									
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Lead teachers will work together to plan for the school year by creating a focus calendar and plan the Professional	4	\$25.00	5	7.5	1	Certified	Original	\$3,750.00	

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Learning schedule and presentations for the year. (July 28-August 01, 2025)									
Single School Culture Coordinator	Single School Culture Coordinator to support systems for Math and Science in academics, behavior, and climate/culture to support K-5 teachers with data analysis, the delivery of standards-based instruction, and more.									
Supplies	Item	Quantity	Rate	Supply Type		Type	Total			
	Copy paper	50	\$44.61	General Supplies		Original	\$2,230.50			
	Dry erase markers (box of 12)	50	\$8.08	General Supplies		Original	\$404.00			
	Anchor chart paper (24'x32') case of 4	8	\$52.79	General Supplies		Original	\$422.32			
	HP 962xl toner (one of each color)	20	\$33.42	Technology		Original	\$668.40			
	Markers (flip chart)	45	\$13.59	General Supplies		Original	\$611.55			

Mission Statement

1. Mission Statement

Forest Hill Elementary Title I Parent and Family Engagement's mission is to empower parents and families to support their children's academic learning and skills for learning & life (SLL) from early childhood throughout their school years. In order to develop and strengthen parent, family, and school partnerships we will offer parent trainings and encourage home and school active participation. Forest Hill Elementary promises a collaborative environment that nurtures a love of learning while celebrating diversity both equally and uniquely.

Involvement of Stakeholders

Name	Title
Francisneyddy Martinez-Soto	SAC Chair
Scott McNichols	Principal
Leah Rock	Asst Principal
Aida Del Collado	SSCC
Emmanuel Eloison	Professional School Behavioral Health
Courtney Prieto	SBT Leader
Joy Siedman	AVID Coordinator
Nalia Franklin	Math Coach
Gabriel Montanez	Parent
Erica Henn	Junior Achievement
Eric Vanderhall	Arts 4 All/Stakeholder
Iris Rodriguez	Parent
Geniene Casanovas	Parent
Zaidelirys Dos Santos	SAC Secretary

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

The procedure for selecting members was created by requesting volunteers as well as principal selection. SAC members are selected from the group of people who attended that represent the culture and population of the school. The members also had an opportunity to meet with all grade chairs and staff to include any other recommendations or share any concerns that would impact the plan. The identified team then collected the information which was added to the plan.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

December 13, 2024: CNA Leadership Team met to create the SWOT Analysis to share out with the staff and stakeholders. January 6, 2025: CNA Leadership Team presented the SWOT Analysis to the staff and collected feedback. February 6, 2025 (3:30 pm): CNA Leadership Team presented the SWOT Analysis to the stakeholders and collected feedback.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

A survey that reflects topics discussed during parent conferences, parent meetings, SAC meetings, and PTO meetings will be shared with stakeholders after CNA presentation. During the CNA, feedback was given about purchasing technology for students for the school year. It was also discussed that funding would be used for the resource teachers as well as for tutorials. This would support instruction for students in all our high needs' areas. In addition, supplies will be purchased to support parent trainings and events throughout the schoolyear so that parents can learn how to assist their children at home.

Name	Title
Francisneyddy Martinez-Soto	SAC Chair
Scott McNichols	Principal
Leah Rock	Asst Principal
Aida Del Collado	SSCC
Emmanuel Eloison	Professional School Behavioral Health
Zaidelirys Dos Santos	SAC Secretary

Annual Parent Meeting

1. What is the actual date, time and location of the Annual Meeting?

Forest Hill Elementary School will hold the Title I Annual Meeting on October 9, 2025 @ 3:00pm in the Media Center.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

We will notify parents teachers and the community of the Annual Meeting by using Class Dojo, flyer invitations, and parent call-out.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Resources needed for the Annual Meeting include the invitation, sign-in, agenda, hand-outs, evaluation, school-parent compact, PFEP, and powerpoint presentation.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Curriculum Night Essentials

- What specific strategy, skill or program will staff learn to implement with families?

Staff will learn about the FY26 curriculum, assessments, decision tree, etc in order to share with parents during curriculum night and parent conferences. This will provide parents with the information needed to make decisions for their children and assist them at home.

- What is the expected impact of this training on family engagement?

Parents will be aware of student expectations and how to assist their children at home.

- What will teachers submit as evidence of implementation?

Curriculum Night sign in sheets, curriculum night handouts, presentation, conference notes with parents

- Month of Training

August 2025

- Responsible Person(s)

Admin

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Using technology programs at home and at school

- What specific strategy, skill or program will staff learn to implement with families?

Staff will learn how to use technology programs in all content areas. They will share this information with parents to enable parents to assist their children at home.

- What is the expected impact of this training on family engagement?

Parents will assist their students with the technology programs assigned for homework.

- What will teachers submit as evidence of implementation?

Conference Notes, handouts given to parents

- Month of Training

Jan 2026

- Responsible Person(s)

admin

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

AVID Literacy Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn about and practice AVID strategies to improve their students' Writing, Inquiry, Collaboration, Organization, and Reading skills.

- Describe the interactive hands-on component of the training.

Families will rotate to different activities around the cafeteria.

- What is the expected impact of this training on student achievement?

Parents will learn reading, writing and discussion strategies to help their students at home.

- Date of Training

Oct 2025

- Responsible Person(s)

AVID Coordinator, AVID Site Team

- Resources and Materials

presentation, handouts, anchor charts, markers, sticky notes, manipulatives

- Amount (e.g. \$10.00)

N/A

3. Parent and Family Capacity Building Training #2

- Name of Training

Math/Science Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn strategies and activities to assist their children at home with STEM activities. Examples include multiplication fact strategies and steps of the Scientific Method

- Describe the interactive hands-on component of the training.

Families will rotate around the cafeteria participating in a variety of STEM activities.

- What is the expected impact of this training on student achievement?

Parents will be more involved in the Math & Science learning of their children so they can assist at home with completing homework and projects.

- Date of Training

Jan 2026

- Responsible Person(s)

Math SSCC/STEM Teachers

- Resources and Materials

manipulatives, experiments, games

- Amount (e.g. \$10.00)

NA

5. Parent and Family Capacity Building Training #3

- Name of Training

Fine Arts Family Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn how to use hands-on activities, experiments, art, music and movement at home with their children to increase their enjoyment and proficiency for Math, Science and Fine Arts.

- Describe the interactive hands-on component of the training.

Stations will be set up around the school for parents and children to practice Science, Math and Fine Arts skills.

- What is the expected impact of this training on student achievement?

Student achievement in Math, Science and Fine Arts will improve with continued reinforcement of skills at home.

- Date of Training

March 2026

- Responsible Person(s)

Fine Arts/STEM Teachers

- Resources and Materials

manipulatives, experiments, games, art supplies, books, musical instruments, PE equipment

- Amount (e.g. \$10.00)

N/A

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

Coordinates ESOL curriculum and materials, Dual Language resources, online ESOL presentations, and Professional Development. They support families by sharing information to increase school-parent partnerships, and providing training to build parent capacity to help learning at home.

- Based on the description list the documentation you will provide to showcase this partnership.

ESOL Parent Meeting Department of Multicultural Parent Newsletter Emails regarding events

- Frequency

Ongoing

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Junior Achievement from Palm Beach Atlantic University

- Describe how agency/organization supports families.

Junior Achievement brings volunteers from the community into the classroom to deliver proven, hands-on programming on financial literacy, work readiness, and entrepreneurship that inspires students to understand the opportunities provided by education. JA learning resources are shared with families, in a variety of formats including games and interactive activities, to use to increase their financial literacy and job skills. JA will also provide holiday gift donations for our students to help parents financially during the holiday season.

- Based on the description list the documentation you will provide to showcase this partnership.

emails, schedules for lessons, donation schedule

- Frequency

Ongoing

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Kids Community Closet-National Council of Jewish Women

- Describe how agency/organization supports families.

Supplies students with uniforms and accessories. This supports families since they can use funds needed for supplies to meet other family needs instead.

- Based on the description list the documentation you will provide to showcase this partnership.

Emails with partnership agency Photos of distribution Conference notes with parents

- Frequency

Ongoing

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

FHES will provide parents with timely information about Title I programs via Class Dojo, flyers, invitations, parent-link-calls, and a student communication folder. All information will be translated into Spanish and Creole. This will support the following meetings: Annual Title I meeting, monthly SAC meetings, ongoing parent conferences, tutorial, and parent trainings.

- List evidence that you will upload based on your description.

Flyers, parent links, school website, newsletters, Class Dojo, School-Parent Compact, PFEP summary, Parent's Right to Know Letters, SAC meeting agendas

- **Description**

Forest Hill Elementary School will inform parents and families about standards, curriculum, and expectations through weekly SOAR reports, parent conferences, progress reports and report cards, and curriculum night.

- **List evidence that you will upload based on your description.**

Flyers, parent links, website, curriculum nights PowerPoint presentation, newsletters, Class Dojo & parent-teacher conference notes

- **Description**

Forest Hill Elementary School will inform parents and families about academic assessments through weekly SOAR reports, parent teacher conference notes, progress reports and report cards, curriculum night, SIS, and state assessment reporting letters.

- **List evidence that you will upload based on your description.**

Flyers, website, curriculum nights PowerPoint presentation, newsletters, Class Dojo, state reporting letters

- **Description**

Forest Hill Elementary will inform parents and families of opportunities to participate in educational decision-making for their children through parent conferences, phone calls, communication folders, and Class Dojo.

- **List evidence that you will upload based on your description.**

Conference notes, agendas, flyers, newsletters

- Description

The school will conduct flexible community/parent meetings by offering meetings at varying days of the week and times. Some meetings will also be recorded and shared via email so that families can view them at their desired times, too. Wellness home visits are conducted at various times during the day for attendance concerns. Conferences can be conducted, via Google Meets, in person, or by phone. Conference notes will include time of meeting (before, during or after school). Translation in the home language will be provided.

- List evidence that you will upload based on your description.

Community Language Facilitators translations, documentation in multiple languages, agendas, invitations, conference notes including time of meeting (before, during, or afterschool), home visit logs with time indicated, letters/call outs inviting parents to sign up for a conference at a convenient time.

Accessibility

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

In order to provide accommodations for parents with limited English proficiency, CLFs will attend meetings and conferences as needed. Meetings, trainings, and development will be led in parents' native languages. Meetings will occur via Google Meets or in-person. All communication will be translated in the parents' native language.

- List evidence that you will upload based on your description.

Agendas, digital newsletters, conference notes, CLF (Spanish & Creole) available at meetings to support translation

- **Description**

In order to provide disability accommodations for parents, the school building is ADA accessible. We will survey special needs parents that may need extra accommodations. We have wheelchair ramps available as well as an elevator. Home visits, Google meets and phone conferences can be scheduled as well.

- **List evidence that you will upload based on your description.**

Photos of handicapped parking spaces and elevator

- **Description**

Administration, CLFs, and guidance counselors will meet with families to ensure that they feel welcomed and to let them know that we are here to help, however possible. The school will coordinate with the Migrant Department as needed to provide additional support to our migratory families. The school will provide home visits as needed to share information and connect families with the migrant program available in the the district. The school will offer migrant families the opportunity to be enrolled in the Dual Language program.

- **List evidence that you will upload based on your description.**

MEP pamphlet, Dual Language pamphlet, home visit/conference notes

- **Description**

Meeting times will be considered to meet the needs of these families. Staff will provide all of the necessary uniforms and school supplies to support these families. Also, we will ensure that families are aware of the free breakfast and lunch program. Flyers, marquee announcements, newsletters, and agendas will keep these families informed of the daily, weekly and monthly events. School personnel will assist families in setting them up with the McKinney-Vento program if needed.

- **List evidence that you will upload based on your description.**

conference notes (1051), SBT notes, email correspondence

Other Activities

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Through our Morning Meeting we utilize Skills for Learning & Life (SLL) which leads to youth and adults achieving academic, post-secondary, career and life success. SLL strengthens teaching and learning of academic content, builds confidence, supports mental health, and enables youth and adults to overcome challenges. We also have an in-house mentoring program that focuses on targeted students who need strong and positive role models. The school has a successful working relationship and has partnered with Chrysalis and the Department of Children and Family Services to provide assistance at home. FHES supports SWPositive Behavior Support by creating universal goals and expectations. Each class creates positive reinforcement system that aligns with creating a positive environment. Each class conducts a morning meeting, in which students discuss positive strategies to implement during the day for success. AVID implementation: AVID teaches skills and behaviors for academic success, provides intensive support for strong student/teacher relationships, creates a positive peer group for students, develops a sense of hope for personal achievement gained through hard work and determination. Guidance counselors provide small group opportunities for targeted students struggling with social-emotional issues. Guidance Counselors and our Mental Health Professional provides mentoring for students who need 1-1 support.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

FHE has a School-Based Team (SBT) that meets weekly to discuss identified students who are demonstrating a deficiency in academics and/or social behavior. SBT is comprised of Admin., SSCC, Academic Coach, SLP, School Psych., ESE Contact and classroom teachers. All students receive Tier 1 support from teachers as core instruction. This can include some slight adjustments or small group support to help a child achieve desired learning goals. If a student still continues to struggle academically the teacher may request that the child be placed in the Multi Tiered Systems of Support (MTSS) for Tier 2. Tier 1 mirrors core instruction in all classrooms while Tier 2 is tailored towards the individual needs of each student. Tier 2 begins immediately when the teacher(s) notice that Tier 1 is not as effective as it should be. This additional instructional support for students is 30 additional minutes through a push-in model A team convenes and studies the child and his/her progress, diagnostics, scores, data and all relevant information to the specific child. The team reconvenes and re-evaluates the child's progress by evaluating the data from the interventions. At that time, the goal may be adjusted, the plan may no longer be needed or the team may decide that the child requires a more intensive system for intervention (Tier 3). Tier 3 Implementation: students requiring additional intensive instruction receive additional support focused on the skills that pose the greatest barrier to acceleration of student learning. This additional instructional support for students is 30 additional minutes through a pull-out or push-in model. There is a balance of support ranging from a push-in model and pull out model. Other support personnel, both ESE and ESOL, follow a collaborative model of support. FHE also hires academic tutors that push in to support all grade levels and all content areas.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Forest Hill Elementary prides itself in being a full service site for the community. The FHE campus is an ASD and EBD cluster site for our community and neighboring schools. We also host a gifted program, Dual Language program, SECME, Multicultural Club, after-school, academic games club, math club, science club, before and after school tutorial and enrichment programs. Students participate in core classes that are supplemented through a Fine Arts Wheel that consist of a seven week rotating schedule where students are afforded opportunities in guidance, art, music, science/STEM and math. FHE ensures that teachers provide effective instruction that is aligned to grade level standards by conducting weekly common planning meetings. During common planning teachers have the opportunity to analyze data to determine the needs for instruction and that meets the rigor of the standard. Teachers are able to plan rigorous lessons together and reflect on instructional needs.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Students and families at Forest Hill participate in several, year long activities that highlight college and career options. Through our AVID Site Team & Guidance Department, College & Career Week activities provide academic and career options available. Our Guidance Counselor is on the Fine Arts wheel, allowing her to service all students through a seven week rotating schedule. FHE also hosts feeder pattern schools in the area to provide a hands-on, interactive look at options within the community.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

FHE hosts one ESE/VPK Unit on campus, servicing the local community. Our full-time VPK class is integrated into the K-5 functions of the school. Our VPK students participate in all the school events, inclusive of assemblies, special PTA events, and reading partnerships with other classes, just to name a few. Forest Hill Elementary invites incoming Kindergarteners to our kick-off where families are encouraged to tour the campus and K classrooms, review school program details, make choices on programs, sign up for library cards and other free community services. A presentation by K teachers includes parent training on what to expect in Kindergarten, as well as strategies to help students over the summer be prepared for the start of Kindergarten. Kindergarten Readiness programs run the summer prior to school beginning to bridge the gap of VPK/Pre-K and Kindergarten.

Professional Development

1. Professional Development

Forest Hill Elementary hosts on-going professional development for all staff members throughout the year. Teachers participate in grade level common planning as well as Professional Development (PD) that are dedicated to improve delivery of instruction and the use of data to support instructional decisions. Grade level common planning are scheduled weekly. During common planning, teams can request/have specialized professional development customized to their needs/grade level/content. Instructional rounds are conducted in-house at the beginning of the school year. Through that data analysis, FHE creates its "Problem of Practice" and ' Wildly Important Goal'. This drives our work in support of classroom instruction. Teachers engage in collaborative planning, book/article study, and professional discussions to inform their teaching. Common planning meetings are supported by the instructional coaches/resource teachers. Regional and district curriculum support and resources on blender are also available for teachers to develop their skills sets. All new and newer teachers to FHES participate in the Educator Support Program (ESP). The Educator Support Program (ESP) is the School District of Palm Beach County's formal program of support for newly hired educators. This can include brand new teachers to the profession or those new to Palm Beach County. The Educator Support Program (ESP) for new teachers is focused around developing capacity around Palm Beach Model of Instruction (PBMI). We also offer a vast amount of personalized professional development while working closely with regional support services as well as district support services such as the multicultural department, curriculum, safe-schools, etc.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Our school's administration strives to recruit and retain high qualified and effective educators. Some strategies used for recruitment include: Job Fairs, Collaboration with HR and Region Office, Word of Mouth, and Pay for Performance Marketing of our unique school and programs offered, mentorship programs in-house, peer/buddy, etc. FHES participates in local job fairs and has a marketing committee. We utilize the Haberman Starr Teaching Interview format for candidate selection. We are currently partnering with FAU to offer AIT's an opportunity on our campus. Teachers have the opportunity to receive support through the use of an admin conference, grade chair, coaches, collaborative planning time, and committees to support their professional growth.