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Title I Comprehensive Schoolwide Plan  
Forest Hill Elementary (0621)

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## Title I Comprehensive Schoolwide Plan - Forest Hill Elementary (0621)

| #ELA             | 2017 | 2018 | 2019 | 2020 | 2021 (Expected Outcomes) |
|------------------|------|------|------|------|--------------------------|
| Achievement      | 42   | 46   | 54   | 54   | 70                       |
| Gains            | 47   | 58   | 63   | 58   | 70                       |
| Lowest 25% Gains | 41   | 52   | 65   | 58   | 65                       |

**1. According to data, what are your top priorities? Include needs assessment statements.**

According to primary iReady historical data, Phonics Grade Level Placement for End of Year has not grown for four consecutive years. Grades K-2 are averaging 52%, 61%, and 49% On or Above grade level respectively. A focus on phonics and word work needs to be a priority in grades K-3 for SY21 in order to reach our LTO of 70% of 3rd grade students reading on or above grade level

**2. List the root causes for the needs assessment statements for your top priorities.**

The school lacks differentiated professional development opportunities for teachers.  
 The teachers lack strategies to successfully implement phonics instruction with fidelity.  
 Administration does not have an in-house system of support for phonics word work instruction K-3.

**3. Share possible solutions that address the root causes.**

Tutorial focused on foundational skills for struggling readers.  
 Curriculum Planning opportunities provided at key times throughout the planning cycle.  
 Identifying highly effective teachers in the domain of phonics and phonological awareness so they may model lessons for new(er) teachers or others who are less effective.  
 Additional resources are needed to supplement district resources.  
 Additional technology would assist with the implementation of adaptive technologies.  
 Resource personnel needed to provide differentiated small group instruction in ELA classrooms.

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

**Communication**

**Parent Training**

**Staff Training**  
*(Related to Parent Engagement)*

**Accessibility**  
*(Accommodations for Parents with Special Needs)*

Continue with multiple modes of communication including digital, paper, telephonically, marquee, etc.

Translators available

Focus on high needs areas that parents can assist with

Vary times of parent training to accommodate all parents/families

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

**School**

**Students**

**Parents**

No change needed at this time

No change needed at this time

No change needed at this time

| #Math            | 2017 | 2018 | 2019 | 2020 | 2021 (Expected Outcomes) |
|------------------|------|------|------|------|--------------------------|
| Achievement      | 54   | 57   | 62   | 63   | 70                       |
| Gains            | 53   | 67   | 71   | 63   | 70                       |
| Lowest 25% Gains | 51   | 58   | 51   | 57   | 65                       |

1. According to data, what are your top priorities? Include needs assessment statements.

Our lowest 25% in intermediate grade levels are inconsistent with 4th grade L25 students averaging 32% learning gains over a four year span vs. the school average of 57%.

2. List the root causes for the needs assessment statements for your top priorities.

The teachers lack strategies to differentiate instruction for struggling mathematicians.  
 The schools math pacing is not conducive for reteaching opportunities.  
 Administration has not provided enough Curriculum Planning opportunities for math teachers.

3. Share possible solutions that address the root causes.

The school can designate grade level math experts to assist with differentiated math strategies which are also standards based.  
 Additional resources are needed to supplement district resources.  
 Additional technology would assist with the implementation of adaptive technologies.  
 Resource personnel needed to provide differentiated small group instruction in math classrooms.  
 Curriculum Planning opportunities provided at key times throughout the planning cycle.

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

**Communication**

**Parent Training**

**Staff Training**  
*(Related to Parent Engagement)*

**Accessibility**  
*(Accommodations for Parents with Special Needs)*

Continue with multiple modes of communication including digital, paper, telephonically, marquee, etc.

Translators available

Focus on high needs areas that parents can assist with

Vary times of parent training to accommodate all parents/families

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

**School**

**Students**

**Parents**

No change needed at this time

No change needed at this time

No change needed at this time

| #Science    | 2017 | 2018 | 2019 | 2020 | 2021 (Expected Outcomes) |
|-------------|------|------|------|------|--------------------------|
| Achievement | 56   | 48   | 71   | 53   | 65                       |

1. According to data, what are your top priorities? Include needs assessment statements.

Our students with disabilities are only averaging 10% proficiency on the 5th grade State Science Assessment vs. 60% schoolwide.

2. List the root causes for the needs assessment statements for your top priorities.

Teachers lack the background knowledge of the individual, grade level benchmarks for each science strand.  
Lack of consistent and meaningful standards based, hands-on opportunities for all students.  
School District science resources are not adequately differentiated for students who may be reading one or two years below grade level.

3. Share possible solutions that address the root causes.

A science resource teacher to assist with explicit, direct, and differentiated hands-on instruction for all students.  
Additional resources are needed to supplement district resources.

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

| Communication   | Parent Training       | Staff Training<br><i>(Related to Parent Engagement)</i> | Accessibility<br><i>(Accommodations for Parents with Special Needs)</i> |
|---|-----------------------|---|---|
| Continue with multiple modes of communication including digital, paper, telephonically, marquee, etc. | Translators available | Focus on high needs areas that parents can assist with  | Vary times of parent training to accommodate all parents/families       |

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

| School                        | Students                      | Parents                       |
|-------------------------------|-------------------------------|-------------------------------|
| No change needed at this time | No change needed at this time | No change needed at this time |

| Action Step                       | Conduct ongoing professional development opportunities that will build expertise in curriculum, support the implementation of best practices, utilize data to drive instruction, and plan and implement professional development activities.  | Budget Total: | \$136,469.21 |
|-----------------------------------|---|---------------|--------------|
| Acct Description                  | Description   |               |              |
| Single School Culture Coordinator | Single School Culture Coordinator will support systems for academics, behavior and climate/culture to support K-5 teachers (data analysis, delivery of standards-based instruction, and more).  |               |              |
| Coach                             | Literacy Coach will provide direct support to all ELA teachers in grade 3-5 with a focus on reading comprehension through the development of decoding and language (Structured Literacy)  |               |              |
| Online subscription               | "Step by Step Learning" - LETRS virtual PD for explicit phonics instruction for K-3 teachers, resource teachers, interventionists, Single School Culture Coordinator, and Admin to participate in 5 sessions for 45 participants at \$99 each |               |              |
| Supplies                          | Professional Development Supplies - Copy paper for PD - 10 cases at \$31.03 each = \$310.30, ink 12 @125 = \$1,500 , easel pads 8-packs - 10 @ \$78.49 each = \$784.90, 3" binders 50 @ \$5.07 = \$253.50                                     |               |              |

| Action Step      | 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: | \$4,680.00 |
|------------------|---|---------------|------------|
| Acct Description | Description   |               |            |

|                                |  |
|--------------------------------|--|
| Parent Support by School Staff | Teachers will conduct parent trainings to provide parents with strategies and resources to promote academic success. 9 parent meetings, 1 hour per event, 3 teachers @ \$25 per hour and 4 hours of after school planning as team.   |
| Online subscription            | Annual online subscription for parent communication - Smore - interactive newsletter writing program with drag and drop templates, comprehensive analytics, automatic translation for effective family communication   |
| Supplies                       | Supplies to support parent engagement: Food/refreshments for parent trainings (3 meetings with approx 166 parents total @ \$3 per meeting = \$498); Copy paper for parent communication - 9 cases at \$31.03 each = \$279.27; Colored paper - 25 reams each of green, golden rod, yellow copy paper - 25 x 3 colors @ \$3.95 each = \$296.25; easel pads 8-packs - 5 @ \$78.49 each = \$392.46; toner and ink (6 colored ink @ \$81.73 each, 2 black ink @ \$63.29 each) for parent communication = \$616.96; Parent Training and Kindergarten Roundup Materials: 2 cases of copy paper@ \$31.03 each = \$62.06; Pens - 10 packs of 10 pens @ \$ 6.89 per pk =\$68.90; pencils 21 - 24 packs @ \$1.61 = \$33.81; dry-erase markers – 10 packs @ \$5.79 = \$57.90; highlighters 10 - 12 packs @ \$5.77 each = \$57.70; cardstock - 10 reams @ \$11.99 per ream = \$119.90; cardstock colored reams 10 @ 17.99 =\$179.90; manila folders - 10 @ \$5.94= \$59.40; flashcards numbers - 109 @ \$2.67 each = \$291.03; flashcards letters - 110 @ \$2.67 each = \$293.70; Kindergarten Roundup materials - Scholastic reading books levels A, 2 sets of 45 books @\$137.57 = \$275.14 |

|                    |  |                                      |
|--------------------|--|--------------------------------------|
| <b>Action Step</b> | 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. | <b>Budget Total:</b><br>\$298,132.15 |
|--------------------|--|--------------------------------------|

| Acct Description                 | Description   |
|----------------------------------|---|
| Resource Teacher                 | Math Resource Teacher will provide small group instruction for students in grade 4-5 by targeting L25 students and skill deficiencies through both a push-in and pull-out model.  |
| Resource Teacher                 | Science Resource Teacher will provide hands-on science instruction for all students on the Fine Arts wheel and provide push-in support for 5th grade science classes.   |
| Resource Teacher                 | Grades 3-5 Intervention Resource Teacher will support at-risk students by providing needed ELA interventions through a push-in/pull-out model. The focus will primarily be in decoding and language development to increase reading fluency.  |
| Tutorial                         | Tutorial - Certified teachers will provide afterschool small group remediation/reinforcement support in in ELA, Math, and Science for grades 2-5. (October - March), 10 teachers, 2 days per week, 1.5 hours per week for 25.5 weeks, \$25.00 per hour  |
| Supplies                         | Supplies to support classroom instruction: Foundations Consumables K-2 60 - 10-packs @ \$67.40 each plus shipping \$232 =\$4276.00; Benchmark Advance Grade 4 - 1-Year Core Package - National Edition (plus digital) Includes: all print and digital materials for Whole Group, Student practice, Small Group and Assessment books for 1 year and 1 year consumables 30 copies each of 10 titles in Whole Group - 1 at Unit cost of \$3,500 plus shipping \$201=\$3701; iReady Books (5th Grade) - 108 @ \$11.05 each = \$1,193.40 plus shipping \$119.34 = \$1,312.74; copy paper 43 cases at \$31.03 = \$1,334.29 composition books 45 packs @ \$6.60 each = \$297.00; pencils 51 - 24 packs @ \$1.61 = \$82.11; pens 53 - 12 packs @ \$ 0.64 each = \$33.92; magic rub erasers 54 12 packs @ \$4.35 = \$234.90; dry-erase markers – 86 packs @ \$5.79 = \$497.94; highlighters 50 - 12 packs @ \$5.77 each = \$288.50; Headphones 163 at \$15.00 each = \$2,445.00; Decodable readers for K-2 29 @ \$300 = \$8,700; |
| Computer HW; non-cap             | 5 charging carts to support technology implementation of Chromebooks at \$899 each  |
| Mobile devices                   | Chromebooks will be housed in 1st and 2nd grade classrooms to ensure students are able to utilize adaptive technology on a regular basis Chromebooks (133 at \$300 each)  |
| Out-of-system Tutors (Long Term) | Long Term Temp Tutors (Non-certified) will support identified students in grades K-5 in ELA, Math, and Science during the school day through a push-in model. (2 tutors, 6 hours/day, 139 days, \$15/hour, September - April)   |



## Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

| Mission Statement  |
|--|
| Forest Hill Elementary Title I Parent and Family Engagement mission is to empower parents and families to support their children's academic and social-emotional development from early childhood through their school years. In order to develop and strengthen parent, family and school partnership we will offer parental 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

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

### 1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.

| Name                   | Title                                 |
|------------------------|---------------------------------------|
| Ana Lopez              | SAC Vice-Chair/Bilingual Counselor    |
| Kiesha Haynes          | SAC Chair/4th grade teacher           |
| Scott McNichols        | Principal                             |
| Sean Higgins           | Asst Principal                        |
| Leah Rock              | SSCC                                  |
| Emmanuel Eloison       | Professional School Behavioral Health |
| Courtney Prieto        | SBT Leader                            |
| Joy Siedman            | AVID Coordinator                      |
| Aida DelCollado        | Dual Language Coach                   |
| Joanne Quezada         | Math Coach                            |
| Dawn Slipcevic         | Parent                                |
| Natalie De Los Santos  | Parent                                |
| Erica Vanderhall       | Arts 4 All/Stakeholder                |
| Alisha Patterson-Major | Parent                                |
| Geniene Casasnovas     | SAC Secretary                         |

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

The procedure for selecting PFEP members was created by request of the 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.**

At the end of each school year (May 2020, this year) a committee is put together along with SAC members to review the PFEP. The plan is developed and finalized over the summer. During August 2020 SAC meeting, the plan was shared and reported with all stakeholders. The plan will continue to be shared during faculty meetings, PTO, and SAC meetings to ensure the implementation of the plan. The CNA Leadership team met in Jan, 2020 to create the SWOT Analysis to share out with the staff and stakeholders. On Feb 26, 2020, the staff met and The CNA

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

Ms. Edwards & Ms. Haynes created a parent survey that reflected topics that were discussed during PTT (Parent Teacher Teams), All Pro Dads, SAC meetings, and PTO meetings. 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 tutorial. This would support instruction for students in the high needs' areas.

**5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.**

| Name                                   | Title                                   |
|--|---|
| Ana Lopez                              | SAC Vice Chair                          |
| Kiesha Haynes                          | SAC Chair                               |
| Scott McNichols                        | Principal                               |
| Sean Higgins                           | Asst Principal                          |
| Leah Rock                              | SSCC                                    |
| Emmanuel Eloison                       | Professional School Behavioral Health   |
| Geniene Casasnovas                     | SAC Secretary                           |
| Type in the name of member/stakeholder | Type in the title of member/stakeholder |

## Annual Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

### Brief Narrative

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

September 24, 2020, 3 pm, Google Meeting

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

Marquee, newsletter, flyer, agenda, invitation, Google Meet invite

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

Agenda, sign in, parent evaluation copy of the compact and PFEP, powerpoint presentation

## Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

### Staff Training for Parent and Family Engagement #1 (PFEPStep4)

| Name of Training     | What specific strategy, skill or program will staff learn to implement with families? | What is the expected impact of this training on family engagement?            | What will teachers submit as evidence of implementation? | Month of Training | Responsible Person(s) |
|----------------------|---|---|--|-------------------|-----------------------|
| Adaptive Acceleratio | Teachers will be able to teach parents how to access adaptive technology scores and   | Families will be able to access their own student's data relating to adaptive | Survey, agenda, presentation                             | Nov-Dec           | Admin, All teachers   |

### Staff Training for Parent and Family Engagement #2 (PFEPStep4)

| Name of Training     | What specific strategy, skill or program will staff learn to implement with families? | What is the expected impact of this training on family engagement?            | What will teachers submit as evidence of implementation? | Month of Training | Responsible Person(s) |
|----------------------|---|---|--|-------------------|-----------------------|
| Adaptive Acceleratio | Teachers will be able to teach parents how to access adaptive technology scores and   | Families will be able to access their own student's data relating to adaptive | Survey, agenda, presentation                             | Jan               | Admin, all teachers   |

## Evaluation of Staff Training

Using your staff training evaluations and feedback from faculty and staff trainings, evaluate how the trainings provided during the school year educated faculty and staff on the value of engaging families and on the strategies designed to equip families to support learning at home.

| Reflection/Evaluation of Training #1 (PFEPStep5) |                        |   |   |   |   |
|--|------------------------|---|---|---|---|
| Name and Brief Description                       | Number of Participants | What were teachers able to do as a result of the training?            | Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?  | What went well with the training?                   | What improvements would be made and what steps will you implement to make the training more effective?  |
| AVID   | 50                     | Successfully implement AVID binders into the classrooms for students. | <input checked="" type="radio"/> Yes <input type="radio"/> No<br>How do you know?<br>Students used the AVID binders as part of their classroom learning and engagement. | Teachers were highly engaged and enthusiastic about | *Create onboarding throughout the year for new teachers.<br>*Include more teachers as the AVID program spirals to lower grade levels.<br>*Have district personnel come out and support teachers for more in-depth training. |

| Reflection/Evaluation of Training #2 (PFEPStep5)              |                        |   |  |  |   |
|---|------------------------|---|--|--|---|
| Name and Brief Description                                    | Number of Participants | What were teachers able to do as a result of the training?                      | Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?   | What went well with the training?                      | What improvements could be made and what steps will you implement to make the training more effective?  |
| PLCs (Professional Learning Communities) for each grade level | 70                     | Plan and collaborate for about math and reading to prepare parents for the FSA. | <input checked="" type="radio"/> Yes <input type="radio"/> No<br>How do you know?<br>Teachers collaborated during PLCs and addressed strategies that they would share with families during | Teachers collaborated and shared ideas. They partnered | *Create cross grade level opportunities for teams to share and collaborate about the needs of students/families in the areas of math and reading.<br>*Increase time for analyzing data to create resources that impact students and families. |

## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

| Parent and Family Capacity Building Training #1 (PFEPStep6) |   |  |  |                  |                       |                          |   |
|---|---|--|--|------------------|-----------------------|--------------------------|---|
| Name of Training  | What specific strategy, skill or program will parents learn to implement with their children at home?   | Describe the interactive hands-on component of the training.   | What is the expected impact of this training on student achievement?   | Date of Training | Responsible Person(s) | Resources and Materials  | Will use funds for refreshments as noted in SWP:<br><input type="radio"/> Yes <input checked="" type="radio"/> No<br><br>Amount<br>\$0.00 |
| All Pro Dad   | To support student learning at home, parents will be able to use SEL soft skills with students at home. | Families will practice soft skills through SEL that are modeled and then practiced. They will learn how to assist the emotional well-being of students, addressing | The soft skills that the parents learn, they can implement at home. They will be able to help students deescalate when they are angry or frustrated. | Sept-Oct         | Lora Edwards          | All Pro Dad subscription |   |

| Parent and Family Capacity Building Training #2 (PFEPStep6) |  |   |  |                  |                       |                                |   |
|---|--|---|--|------------------|-----------------------|--------------------------------|---|
| Name of Training  | What specific strategy, skill or program will parents learn to implement with their children at home?  | Describe the interactive hands-on component of the training.  | What is the expected impact of this training on student achievement?   | Date of Training | Responsible Person(s) | Resources and Materials        | Will use funds for refreshments as noted in SWP:<br><input type="radio"/> Yes <input checked="" type="radio"/> No<br><br>Amount<br>\$0.00 |
| PTT #1  | To support student learning at home, parents will be able to implement the use of the AVID binder both at home and in school to support instruction. | Parents will create binders with the students with materials for binders usage to help students become or stay organized to promote their academic success. | Students will increase their organizational skills to enhance their reading and math skills in the classroom instruction. By being organized they can easily access their learning notes and other | Oct-Nov          | Admin & all teachers  | Powerpoint and data collection |   |

| Parent and Family Capacity Building Training #3 (PFEPStep6) |   |  |  |                  |                       |                                  |  |
|---|---|--|--|------------------|-----------------------|----------------------------------|--|
| Name of Training  | What specific strategy, skill or program will parents learn to implement with their children at home?   | Describe the interactive hands-on component of the training.   | What is the expected impact of this training on student achievement?                               | Date of Training | Responsible Person(s) | Resources and Materials          | Will use funds for refreshments as noted in SWP:<br><input type="radio"/> Yes <input checked="" type="radio"/> No<br>Amount<br><input type="text" value="\$0.00"/> |
| PTT #2  | Building reading comprehension in regards to standards RL 1.1 and RI 1.1 which have historically been areas of deficiencies with our students according to the FSA. We will also work on building math fluency in the OA standards as they have historically also been areas of | Parents will create reading and math practice materials/manipulatives that they can use at home with their children in the areas of RI 1.1 and RL 1.1. | Students will continue to grow in math and reading proficiency by practicing these skills at home. | Mar              | Admin, Teachers       | Powerpoint, Google Meets, Survey |  |

## Evaluation of Parent Training

Using your parent and family training analysis or reflections, evaluations, and other input, evaluate how the parent and family trainings provided during the school year built the capacity of parent and families to help their children learn at home.

| Reflection/Evaluation of Training #1 (PFEPStep7) |                       |   |   |                                   |  |
|--|-----------------------|---|---|-----------------------------------|--|
| Name of Training                                 | Number ofParticipants | What were parents able to do as a result of the training? | Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training? | What went well with the training? | What improvements would be made and what steps will you implement to make the training more effective? |
| All Pro Dad                                      | NA                    | NA  | <input checked="" type="radio"/> Yes <input type="radio"/> No<br>How do you know?<br>NA                                 | NA                                | NA   |

| Reflection/Evaluation of Training #2 (PFEPStep7) |                       |   |   |                                   |  |
|--|-----------------------|---|---|-----------------------------------|--|
| Name of Training                                 | Number ofParticipants | What were parents able to do as a result of the training? | Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training? | What went well with the training? | What improvements would be made and what steps will you implement to make the training more effective? |
| PTT #1   | NA                    | NA  | <input checked="" type="radio"/> Yes <input type="radio"/> No<br>How do you know?<br>NA                                 | NA                                | NA   |

| Reflection/Evaluation of Training #3 (PFEPStep7) |                       |   |   |                                   |  |
|--|-----------------------|---|---|-----------------------------------|--|
| Name of Training                                 | Number ofParticipants | What were parents able to do as a result of the training? | Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training? | What went well with the training? | What improvements would be made and what steps will you implement to make the training more effective? |
|  |                       |   |   |                                   |  |

| Name of Training | Number of Participants | What were parents able to do as a result of the training? | Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training? | What went well with the training? | What improvements would be made and what steps will you implement to make the training more effective? |
|------------------|------------------------|---|---|-----------------------------------|--|
| PTT #2           | NA                     | NA  | <input type="radio"/> Yes <input checked="" type="radio"/> No<br>How do you know?<br>NA                                 | NA                                | NA   |

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

### Partnership #1

| Name of Agency | Describe how agency/organization supports families.   | Based on the description list the documentation you will provide to showcase this partnership. | Frequency |
|----------------|---|--|-----------|
| Good Shepherd  | Donate supplies for students/classrooms, volunteer support for needy families as well as emotional counseling. This supports families | *List of supplies donated<br>*Thank you letters<br>*Sign in sheets                             | Ongoing   |

### Partnership #2

| Name of Agency | Describe how agency/organization supports families.   | Based on the description list the documentation you will provide to showcase this partnership. | Frequency |
|----------------|---|--|-----------|
| Kids Community | Supplies students with uniforms and accessories. This supports families since they can use funds needed for supplies to meet other family needs | Ongoing inventory of uniforms donated<br>Thank you letters                                     | Ongoing   |

### Partnership #3

| Name of Agency     | Describe how agency/organization supports families.  | Based on the description list the documentation you will provide to showcase this partnership.              | Frequency |
|--------------------|--|---|-----------|
| Multicultural Dept | Coordinates ESOL curriculum and materials, Dual Language resources, online ESOL presentations, and Professional Development. | Monthly Dual Language meetings<br>District Parent Trainings<br>Collaborate with other Dual Language schools | Ongoing   |

## Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

|   |   |
|---|---|
| <p><b>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.</b></p>   | <p><b>List evidence that you will upload based on your description.</b></p> |
| <p>FHE will provide parents with timely information about Title I programs by using display of meetings via texts, flyers, invitations, parent-link-calls, newsletters, videos, Google Meets, and student agendas. This will support the following meetings: Annual Title I meeting, monthly SAC meetings, ongoing parent conferences and parent trainings.</p> | <p>Flyers, parent links, digital newsletters, website, Adobe spark</p>      |
| <p><b>2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.</b></p>   | <p><b>List evidence that you will upload based on your description.</b></p> |
| <p>FHE will inform parents and families of school meeting standards and expectations through Parent Teacher Team meetings, parent conferences, progress reports and report cards.</p>   | <p>Flyers, parent links, digital newsletters, website, Adobe spark</p>      |
| <p><b>3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.</b></p>   | <p><b>List evidence that you will upload based on your description.</b></p> |
| <p>FHE will inform parents and families of school academic assessments through Parent Teacher Team meetings, parent conferences. The school will also hold an evening data chat event for parents and families.</p>   | <p>Conference notes, agendas, digital newsletters, flyers</p>               |
| <p><b>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</b></p>  | <p><b>List evidence that you will upload based on your description.</b></p> |
| <p>FHE will inform parents and families of opportunities to participate in educational decision-making for their children through Parent Teacher Team meetings, parent conferences, phone calls, Google meets, newsletters, agendas, texts and parentlink.</p>  | <p>Conference notes, agendas, digital newsletters, flyers</p>               |
| <p><b>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</b></p>   | <p><b>List evidence that you will upload based on your description.</b></p> |
| <p>School will conduct all community/parent meetings according to parents availabilities by doing morning and evening meetings. Meetings will also be recorded and shared via the newsletter and/or email so that families can view them at their desired times, too. Wellness home visits are conducted for attendance concerns. Conferences</p>               | <p>Home visits, CLF calls, survey to parents</p>                            |

## Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events.

Describe the accommodations the school will provide for each subgroup of parents listed below.

| 1. Parents and families with limited English proficiency   | List evidence that you will upload based on your description.               | File Attachments               |
|--|---|--------------------------------|
| <p>In order to provide accommodations for parents with limited English proficiency, the 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 parent native language.</p>         | <p>Agendas, digital newsletters, conference notes, survey</p>               |                                |
| <p><b>2. Parents and families with disabilities</b></p>  | <p><b>List evidence that you will upload based on your description.</b></p> | <p><b>File Attachments</b></p> |
| <p>In order to provide disability accommodations for parents, the school building is ADA accessible. We will survey special need 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.</p>                                      | <p>Agendas, digital newsletters, conference notes, survey</p>               |                                |
| <p><b>3. Families engaged in migratory work</b></p>  | <p><b>List evidence that you will upload based on your description.</b></p> | <p><b>File Attachments</b></p> |
| <p>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</p> | <p>Agendas, digital newsletters, conference notes, survey</p>               |                                |
| <p><b>4. Families experiencing homelessness</b></p>  | <p><b>List evidence that you will upload based on your description.</b></p> | <p><b>File Attachments</b></p> |
| <p>Meeting times will be considered to meet the needs of these families. Staff will provide and of the necessary uniforms and school supplies to support these families. As well, we will ensure that these students are signed up for free/reduced lunch and that families are aware of the free breakfast program. Flyers, marquee, newsletters, and</p> | <p>digital newsletters, conference notes, survey</p>                        |                                |

## Other Activities

List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

### Activity #1

| Name of Activity | Brief Description |
|------------------|-------------------|
| None             | None              |

### Activity #2

| Name of Activity | Brief Description |
|------------------|-------------------|
| None             | None              |

### Activity #3

| Name of Activity | Brief Description |
|------------------|-------------------|
| None             | None              |

## Building Students' Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/ emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and / or
- Develop a sense of service for others.

Forest Hill Elementary is an SEL (Social-Emotional Learning) Grant recipient for FY19 affording us the opportunity to collaborate with six other pilot schools in the county to provide social and emotional learning infused throughout the school day and in aftercare. Through this partnership with the Wallace Foundation and Prime Time of the Palm Beaches, our staff has specific training in the skills and lessons that allow for a specific, non-academic focus in the whole child. 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. Guidance counselors provide small group opportunities for targeted students struggling with social-emotional issues.

## SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS).

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

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 model. Typically, the instruction is provided to individual students in a pull-out setting. Supplemental Academic Instruction (SAI) occurs in grades 2nd and 3rd with two separate staff members. 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

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

The process used to determine core instructional needs (data).How the school ensures instruction is aligned to standards.Courses / electives that are not considered core- content.Courses / electives that are focused on job skills. Opportunities to extend learning time.How the school connects classroom learning to world applications How extra curricular opportunities enrich the students' education.

*\*The term "well - rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

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 PLCs. During PLCs 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

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/ readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT / SAT prep programs;
- Project based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

Students and families at Forest Hill participate in several, year long activities that highlight college and career options. Through our Guidance Department, Career Week activities provide academic and career options available. Both Guidance Counselors are on the Fine Arts wheel, allowing them 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 Education Programs to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round- up
- Pre - K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On - site school tours for new kindergarten families
- Early school year start / summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre- K students
- Looping from Pre- K to K
- Collaboration with local preschools to develop readiness skills

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 hosts a Kindergarten Round-up program that focuses on the social and emotional readiness for both students and parents as well offering available services that will assist parents and students transition. During the round-up families are encouraged to tour campus and rooms, review school program details, make choices on programs, sign up for library cards and other free community services. We also offer parent training on what to expect in Kindergarten, as well as strategies to help students overs 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

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences(AVID, content specific, STEM, AP / IB / AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

Forest Hill Elementary hosts on-going professional development for all staff members throughout the year. Teachers participate in Professional Learning Communities (PLCs) as well as Professional Development (PD) that are dedicated for professional development to improve delivery of instruction and the use of data to support instructional decisions. Professional Learning Communities (PLCs) are scheduled on a seven day rotation. During PLCs, 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". This drives our work in support of classroom instruction. Teachers engage in collaborative planning, unpacking of standards, book/article study, and professional discussions to inform their teaching. PLCs 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

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

### Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

### Retention:

- Orientation
- Mentoring / Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School / Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part- time pay such as tutoring

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, Pay for performance and Best & Brightest Teacher Scholarship Program. 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 a grade chair, coaches, collaborative planning time (PLCs), and committees to support their professional growth.

