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

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# ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

## 1. List prioritized needs statements.

The prioritized needs for K-5 literacy include: - ELL NON-ESE students are the lowest performing in our primary grades. - ELL NON-ESE students are not making adequate yearly growth based on state and local common assessments - Overall K-5, our Hispanic ELLs are not making adequate growth based on state and local common assessments. - Overall, in our K-5 classes, all students need explicit & systematic instruction in foundational skills, including decoding and fluency.

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

Root causes for the needs assessment statements include: ELL K-5: - Lack of ESOL strategies being used by teachers with fidelity with our beginning speakers. - Teachers do not know how to use the Imagine Learning data to drive instruction. - Lack of monitoring for Imagine Learning & iReady - Staff needs to be more aware of beginning English learners and what their specific needs are. - Lack of WIDA training for all K-5 teachers to implement strategies for students' success - Lack of monitoring for ESOL Strategies - A need for building teacher capacity in the implementation of decodable texts in grades K-3 - Lack of decodable books and resources in 3rd- 5th - Need to build Intermediate teacher capacity to teach foundational standards. K-5: - The issues are due to relationship gaps and teachers not knowing what motivates their students. - The student's needs are more significant in foundational standards but we prioritize reading informational and literature standards in grades 3-5. - A need for intentional planning for explicit vocabulary instruction - A need for explicit phonics instruction for our students - There are little to no opportunities for deliberate oral language instruction - Scheduling confines limit the availability of staff for small group instruction

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

Solutions addressing root causes include: Opportunities for Staff Literacy SSCC leads Professional development ELL PD for all classroom and resource teachers: Using Imagine learning and WIDA resources during the whole group and small group instruction Professional Development for ELLs strategies for students Through PLCs, model small group lessons for non-speakers using ESOL strategies for K-5 PD on Voice and choice to promote student accountability through engagement and performance PD on data interpretation to plan for instruction throughout the year Professional Development for Project Based Learning implementation and planning Literacy SSCC leads Systems Implement and monitor AVID systems (K-5) to develop oral language and cooperative learning strategies Create a system to use data to plan for Imagine Learning for beginning speakers Create a system to monitor the usage and lessons for our technology programs Create a system to roll out data chats to guide small-group instruction Literacy SSCC leads Opportunities for Students Resources Additional personnel trained in providing specific interventions based on individual needs in English and Spanish Phonics resources for K-2 classes in English and Spanish Manipulative ELA Resources in English and Spanish Decodable texts in English and Spanish Literacy SSCC leads to build a culture of a love for reading and writing. Reading incentives for K-5 Reading fluency competitions Parent/family nights

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

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

Parents' Training will be offered to support parents/ families to work with their students at home (ELA) Literacy nights to support parents/families as they work with their students at home (ELA). A hybrid mode will be available for families who cannot attend in person. The trainings will be focused on fluency in all the domains based on the science of reading (phonemic awareness, phonics, high frequency, vocab, background knowledge, comprehension.)

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

- **School**

The school will include training on 6 Min Fluency, and students will bring home fluency passages to work on with their families Parent resource room can be used to pick up materials and keep parents engaged and informed with any fluency questions Parent resources on how to track student progress The school will provide incentives for students who complete the fluency passages

- **Students**

Students will complete fluency passages for homework and work on fluency during the day during ELA classes Students will return the fluency passages along with weekly SOAR reports with parent initials

- **Parents**

Parents will spend time each day monitoring homework and complete fluency passages with their child Parents will sign the SOAR reports and fluency passages and return them to school on Mondays (or the next school day).

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/ families as they work with their students at home (ELA)

- **Accessibility**

Staff: Parent liaison, Guidance counselors, and ELL Contact will continue working closely with families to support Homeless/ Migrant Families. Other Accessibility: Physical Accessibility, Supporting Parents with Limited English, Flexible Meetings

## **Math**

Using your recording templates from your CNA discussions respond to each item in detailed.

## 1. List prioritized needs statements.

3rd Grade Although the school has decreased the level 1's by 12.5%, we are still significantly behind both Title I schools (by 8%) and the district (by 10%). Looking at the district's level 1 students in comparison to FHE, we have 16% more of our students in 3rd grade who scored level 1, showing that math is a high-priority need at FHE. 4th Grade In grade 4, we have not made any growth with our level 1 students from PM1 to PM2. 4th grade remained stagnant with 93% of our students scoring level 1 mid year. We are significantly behind Title I schools (by 17%) and the district (by 20.4%) in decreasing our level 1 students. Looking at the district's level 1 students in PM2, FHE has 34% more of 4th grade students scoring at a level 1 showing that math is a high priority need at FHE in 4th Grade. 5th Grade Although the school has decreased our level 1 students by 12%, we are still significantly behind in decreasing our level 1's when compared to Title I schools (by 4%) and the district (by 8%). 32% more of our students are scoring at a level 1 on PM2 in comparison to the level 1 students at the district. This data indicates that math is a high-priority need at FHE in 5th Grade. 5th Grade AMP Although our school has decreased the amount of level 1 students by 31%, the school district only has 1% of 5th-grade students who took the AMP test scoring at a level 1. FHE has 9% of our 5th grade AMP students scoring at a level 1 in PM2 showing that again, math is a high-priority need at FHE.

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

Root causes include: Limited support in planning, professional development, and coaching in the following areas: - Supplementing district-provided resources to meet the needs of our diverse learners adequately. -Creating access for students to have equitable advanced learning opportunities - Exposing diverse learners to advanced coursework regardless of ability -Implementing standards using manipulatives for student learning during instruction. -Opportunities to carry out core instruction while also carrying out secondary benchmark support. -Differentiated instruction in regard to ELL strategies. -Vertical planning among math teachers in K-5. -Foundational math skills, including number sense and fluency. -Depth of knowledge of the standards to deliver strong core instruction -Providing enrichment opportunities for students -Students lack opportunities to practice foundational skills and fluency.

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

Possible solutions that address the root causes would be to: - Math SSCC leads Opportunities for Staff Provide ongoing PD and content-specific coaching to build capacity in: Core math instruction Aligning best practices with the BEST Standards Scaffolding lessons Differentiating Instruction in small group planning Planning for explicit instruction using the appropriate manipulatives for the standards ESOL strategies Accountable Talk Explicit Instruction in vocabulary Explicit use of cognates in instruction Remediation Opportunities Coaching teachers in data disaggregation Where to find reports Interpreting reports Using reports to drive instruction Regrouping students based on their needs - Math SSCC leads Create Systems for: The master schedule to allow for number sense K-5 Vertical planning opportunities throughout the school year for Additional resources teacher(s) & /or Academic tutors in all 3-5 classes for the math blocks in all classes. Planning for scaffolding - Math SSCC leads Opportunities for Students Increase opportunities for number sense in primary classes Offer increased opportunities for enrichment instruction in primary classes Incorporating a Math Lab on the Fine Arts wheel Math tutorial (Grades 2-5) - Resources to supplement district-provided math materials: Purchase Reflex Math for 1-5 to address fluency. Purchase additional IXL Math Grades 3-5 Purchase iReady (or other supplemental math materials) for interventions - Math SSCC leads Building a culture of love for math technology and fluency: Fluency incentives for K-5 Student Math competitions Parent/family nights

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

- **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 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**

School will provide materials for math games and manipulatives to use at home.

- **Students**

Students will work on math fluency according to their grade level/needs at home daily.

- **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**

Parent liaison, 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)

## **Science**

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Prioritized needs include: - ELL Non-ESE Male students were our lowest-performing subgroup on the SSA - More opportunities for hands-on learning in K-4.

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

Root causes include: - Time in the bell-to-bell schedule. - Lack of adaptive technology for K-4 - Not enough opportunity for our K-4 students to engage in explicit science instructions. Only in the lab once every six weeks. - Dual Language classes have limited Spanish resources - Lack of ESOL strategies used with our beginning speakers. - Staff needs to be more aware of beginning learners and their specific needs. - Lack of WIDA training for all teachers to implement strategies for students' success K-5 - Lack of monitoring for ESOL Strategies

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

Solutions to address root causes include: - Cross-curricular connections with Project Based Learning, including Fine Arts. - Keep the Science Lab for 2-5 grade - Generation Genius (adaptive technology) purchases for 5th grade to engage students through videos, instruction, and lab demonstrations based on science standards. - IXL (adaptive technology) purchase for 4th & 5th offers standards-based lessons for students to be enriched or to enhance learning through adaptive technology based on the standards taught in class. - Professional development on ESOL strategies for our K-5 teacher

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

### • 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 Trainings 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

The school will provide a STEAM night for families to create opportunities for hands-on learning and a deeper understanding of the content.



- **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**

Parent liaison, 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: \$281,091.20**

Acct Description	Description					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	3-D GEOMETRIC SHAPES TUB	4	\$27.59	Manipulatives	Original	\$110.36
	Shipping	1	\$0.21	General Supplies	Original	\$0.21
	Copy paper (case)	50	\$44.61	General Supplies	Original	\$2,230.5
	Boczip Monthly Calendar Pocket Chart for Classroom with 88 cards, printed titles days of the week and reusable	18	\$16.99	Instructional Materials	Original	\$305.82
	(AVID) Sticky Notes (packs of 12)	10	\$4.22	Program Supplies	Original	\$42.20
	(AVID) Color Pencils	500	\$1.73	Program Supplies	Original	\$865.00
	(AVID) 2 Pocket Folder (cases of 36) Green	5	\$50.15	Program Supplies	Original	\$250.75
	GIANT MAGNETIC GRAPH & ARRAY CHART-MARKET (LAKESHORE LEARNING) PLACE LC198	6	\$27.59	Instructional Materials	Original	\$165.54
	(AVID) Glue Stick (60 pk)	9	\$21.41	Program Supplies	Original	\$192.69
	(AVID) Sheet Protectors (100 count box)	30	\$5.54	Program Supplies	Original	\$166.20
	COLOR TILES	15	\$26.79	Manipulatives	Original	\$401.85
(AVID) Erasers (Magic Rub) pack of 12	80	\$4.35	Program Supplies	Original	\$348.00	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023	1	\$582.75	General Supplies	Original	\$582.75
	(AVID) Primary Composition Books (set of 10)	15	\$26.67	Program Supplies	Original	\$400.05
	(AVID) 2 Pocket Folder (cases of 25) Blue (12), Red (12), Purple (12) Yellow (12)	48	\$36.82	Program Supplies	Original	\$1,767.36
	(AVID)View Binders 2 inch BLACK GR 2-3	250	\$5.87	Program Supplies	Original	\$1,467.50
	(AVID) Composition Books wide ruled for K-5	785	\$2.37	Program Supplies	Original	\$1,860.45
	(AVID) Canary Paper reams	30	\$3.95	Program Supplies	Original	\$118.50
	(AVID) Wide Filler Paper REINFORCED	450	\$5.93	Program Supplies	Original	\$2,668.50
	(AVID) Colored Paper (reams): Green (30), Pink (30), Goldenrod (30)	90	\$4.97	Program Supplies	Original	\$447.30
	STUDENT ELAPSED TIME RULERS	8	\$14.29	Manipulatives	Original	\$114.32
	(AVID) Crayons	502	\$1.46	Program Supplies	Original	\$732.92
	Easel pads packs of 4	20	\$80.98	General Supplies	Original	\$1,619.60
	(AVID) School Utility Boxes (K-1) pack of 12	15	\$29.03	Program	Original	\$435.45

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
				Supplies		
	(AVID) Dividers (8 tabs & reinforced)	450	\$3.56	Program Supplies	Original	\$1,602.00
	MARKER DRY ERASE WITH ERASER CAPS BLACK PACK OF 36	30	\$39.59	General Supplies	Original	\$1,187.70
	(AVID) Binder Pouches (with 3 holes)	650	\$3.95	Program Supplies	Original	\$2,567.50
	ATTRIBUTE BLOCKS 120 PIECE ST SCHOOL SMART MARKETPLACE- 1006692	6	\$27.25	Manipulatives	Original	\$163.50
	(AVID) Yellow Highlighter Pen (boxes of 24)	30	\$10.62	Program Supplies	Original	\$318.60
	Durahome Deli Food storage containers with Lids 32 oz, 24 count	15	\$21.97	General Supplies	Original	\$329.55
	(AVID) Pens-Blue (60 pack)	9	\$8.31	Program Supplies	Original	\$74.79
	(AVID) Manilla File Folders (cases of 100)	5	\$18.47	Program Supplies	Original	\$92.35
	(AVID) Pencils-pre-sharpened/ 48 pk	350	\$3.45	Program Supplies	Original	\$1,207.50
	UNIFIX CUBES 1000 ASSTD COLOR	11	\$60.99	Manipulatives	Original	\$670.89
	(AVID) View Binders 3 inch BLACK GR 4-5	350	\$7.32	Program Supplies	Original	\$2,562.00

Acct Out-of-system Description Tutors	Description	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non-certified Academic tutors to provide push-in and small group support to students in Literacy Grades K-1 and Math Grades 4-5 from August 2023- May 2024.	4	\$15.00	5	6	36	Non-Certified	Original	\$64,800.00
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>				
	Reflex and Frax Bundle - for targeted students in grades 2-5 to supplement standards based math instruction as an intervention. (site license - 600 students)	1	\$3,995.00	Original	\$3,995.00				
	IXL license to be used for science remediation in grade 5 for 130 students.	1	\$1,800.00	Original	\$1,800.00				
	Flocabulary K-5 for all content areas hip-hop based vocabulary system to help with vocabulary acquisition. (site license - 850 students)	1	\$2,600.00	Original	\$2,600.00				
	Generation Genius (Science) License - for educational streaming video subscription. Includes videos, lesson plans, teacher guides, discussion questions, vocabulary, quizzes, English & Spanish subtitles	2	\$125.00	Original	\$250.00				
	IXL Site License (Grades 3-5 Math) used for supplemental standards based lessons, assessments, and practice.	1	\$5,750.00	Original	\$5,750.00				
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	Math Resource Teacher will provide small group instruction for students in grade 4-5 by targeting L25 student and skill deficiencies through both a push-in and pull-out model.								
Resource	ELA/SLA Direct support with students in Tier 2 & 3 for grades 1st through 5th in both ELA and SLA.								

<b>Acct Description</b>	<b>Description</b>
Teacher	

## 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: \$6,980.55**

<b>Acct Description</b>	<b>Description</b>					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Cardstock	150	\$15.82	General Supplies	Original	\$2,373.00
	Copy paper (case)	20	\$44.61	General Supplies	Original	\$892.20
	Marker Dry Erase (12 per box)	25	\$8.06	General Supplies	Original	\$201.50
	MARKER - FLIP - 8CT - AST - SAN22480PP - PACK OF 8	25	\$11.54	General Supplies	Original	\$288.50
	Pencils Wood #2, Pre-Sharpended 48 in a Pack	20	\$3.45	General Supplies	Original	\$69.00
	HP 962XL toners (one for each color)	5	\$33.42	Technology	Original	\$167.10
	Anchor Chart Paper (24' x 32") - case of four	15	\$76.55	General Supplies	Original	\$1,148.25
	2 Pocket Folder (cases of 25) Orange	50	\$36.82	General Supplies	Original	\$1,841.00

## Action Step: Professional Development

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: \$225,331.00**

Acct Description	Description									
Single School Culture Coordinator	Single School Culture Coordinator will support systems for math & science in academics, behavior and climate/culture to support K-5 teachers (data analysis, delivery of standards-based instruction, coaching and professional development)									
Computer HW; non-cap	<b>Item</b>					<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Lexmark Color Printer for SSCC to use for data reports for PLC.					1	\$524.81	Original	\$524.81	
Supplies	<b>Item</b>					<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Pencils Wood #2, Pre-Sharpended 48 in a Pack					13	\$3.45	General Supplies	Original	\$44.85
	HP 962XL toners (one for each color)					20	\$33.42	Technology	Original	\$668.4
	Smead Color File Folders, box of 100, red					2	\$22.72	General Supplies	Original	\$45.44
	Anchor Chart Paper (24' x 32") - case of four					5	\$76.55	General Supplies	Original	\$382.7
	Smead Color File Folders box of 100, green					2	\$22.72	General Supplies	Original	\$45.44
	Marker Dry Erase (12 per box)					60	\$8.06	General Supplies	Original	\$483.6
	Smead Color File Folders, letter size, purple					2	\$22.04	General Supplies	Original	\$44.08

Acct Description	Description																									
	<table border="1"> <thead> <tr> <th data-bbox="445 159 1236 230">Item</th> <th data-bbox="1245 159 1392 230">Quantity</th> <th data-bbox="1400 159 1520 230">Rate</th> <th data-bbox="1528 159 1780 230">Supply Type</th> <th data-bbox="1789 159 1917 230">Type</th> <th data-bbox="1925 159 2022 230">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total						2	\$22.72	General Supplies	Original	\$45.44									
Item	Quantity	Rate	Supply Type	Type	Total																					
	Smead Color File Folders box of 100, blue	2	\$22.72	General Supplies	Original	\$45.44	2	\$22.72	General Supplies	Original	\$45.44															
	Smead Color File Folders, box of 100, yellow	20	\$15.82	General Supplies	Original	\$316.40	5	\$44.61	General Supplies	Original	\$223.05															
	Cardstock	45	\$11.54	General Supplies	Original	\$519.30	5	\$44.61	General Supplies	Original	\$223.05															
	Copy paper (case)	45	\$11.54	General Supplies	Original	\$519.30	45	\$11.54	General Supplies	Original	\$519.30															
	MARKER - FLIP - 8CT - AST - SAN22480PP - PACK OF 8																									
Single School Culture Coordinator	Single School Culture Coordinator will support systems for reading & writing in academics, behavior and climate/culture to support K-5 teachers (data analysis, delivery of standards-based instruction, coaching and professional development)																									
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="445 792 1020 880">Item</th> <th data-bbox="1029 792 1169 880">Quantity</th> <th data-bbox="1178 792 1289 880">Rate</th> <th data-bbox="1297 792 1392 880">Days</th> <th data-bbox="1400 792 1499 880">Hours</th> <th data-bbox="1507 792 1623 880">Weeks</th> <th data-bbox="1631 792 1772 880">Certified</th> <th data-bbox="1780 792 1902 880">Type</th> <th data-bbox="1911 792 2022 880">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									5	\$25.00	4	7.5	1	Certified	Original	\$3,750.00
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total																		
	The team will prepare the scope and sequence in all content areas and grade levels, prepare bell-to-bell schedules, and finalize PD presentations used with each grade level throughout pre-school week from July 31-August 3. Bisono (ELA), Prieto (ELA), Siedman (ELA), Severino (ELA), Mark (Science)	5	\$25.00	4	7.5	1	Certified	Original	\$3,750.00																	

## 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.

### 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 and social-emotional development from early childhood through their school years. In order to develop and strengthen parent, family, and school partnerships we will offer parental training 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.)

<b>Name</b>	<b>Title</b>
Whittney Helper	SAC Chair
Zaidelirys Dos Santos	SAC Vice-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
Jenna Pomeroy	SSCC
Nalia Franklin	Math Coach
Gabriel Montanez	Parent
Erica Henn	Junior Achievement
Eric Vanderhall	Arts 4 All/Stakeholder
Iris Rodriguez	Parent
Geniene Casanovas	Parent
Rolanda Saint-Preux	SAC Secretary

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

The procedure for selecting PFEP 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.**

February 6, 2023: CNA Leadership Team met to create the SWOT Analysis to share out with the staff and stakeholders. February 14, 2023: CNA Leadership Team presented the SWOT Analysis to the staff and collected feedback. February 23, 2023 (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.**

Ms. Del Collado created a parent survey that reflected topics that were discussed during PTT (Parent Teacher Teams), parent meetings, 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 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.

<b>Name</b>	<b>Title</b>
Whittney Helper	SAC Chair
Scott McNichols	Principal
Leah Rock	Asst Principal
Aida Del Collado	SSCC
Emmanuel Eloison	Professional School Behavioral Health
Kimone Donalds	SAC Secretary
Jenna Pomeroy	SSCC

## **Annual Parent 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.

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

The meeting is scheduled for September 19, 2023, 2:30 pm. The meeting will be located 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 the marquee, parent's newsletter, flyers, ClassDojo, and agenda invitation.

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 are the agenda, sign-in, a parent evaluation copy of the school compact and PFEP, and a 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.

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Positive Teacher parents conference

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

During PLC meetings, teachers will learn to conduct positive parent conferences when discussing student data, behavior, and instructional content. A positive parent conference template will be created for teachers to complete and review during parent conferences to systematically review all the elements of a successful productive parent conference. The teacher will learn how to use and reference to the Parents-Students-Teacher Compact

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

Parents will clearly understand their child's current level of progress and what are the next steps to assist in reaching their instructional target/goal.

- What will teachers submit as evidence of implementation?

Teachers will submit a positive parent conference template with notes and data attached. Opportunities for parent to include home actions and goals are included.

- Month of Training

September 2023

- Responsible Person(s)

Joy Siedman and Charity Severino

## 2. Reflection/Evaluation of Training #1

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

No

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Helping your child to become a fluent reader

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

During PLC meetings, teachers will be trained on how to explain and train parents on how to support reading fluency at home.

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

Parents will understand how to assist their children in building reading fluency at home.

- What will teachers submit as evidence of implementation?

Teachers will submit the curriculum night presentation that includes specific information for parents about building reading fluency at home as well as the best strategies that parents can use with their child in order to improve reading fluency.

- Month of Training

February 2024

- Responsible Person(s)

Joy Siedman and Charity Seberino

### 4. Reflection/Evaluation of Training #2

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

No

## 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.

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Literacy Night K-5

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

To support students learning at home, parents will be able to learn how to successfully practice reading fluency at home.

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

Parents will time their students 3x on a one min fluency page consisting of letters & sounds, sight words, decodable text or passages depending on grade level. Then they will score each page and discuss the growth with their child.



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

Parents will learn how to help their child at home to build reading fluency and also how to successfully complete reading logs.

- Date of Training

October 2023

- Responsible Person(s)

Edy Bisono

- Will use funds for refreshments as noted in SWP:

No

## 2. Reflection/Evaluation of Training #1

- Name of Training

Literacy Night K-5

## 3. Parent and Family Capacity Building Training #2

- Name of Training

Stem Night K-5

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

To support students learning at home, parents will be able to learn how to use hands-on activities and experiments at home with their children to motivate their learning for science and increase the project-based learning opportunities for our students.

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

Stations around the cafeteria will provide parents the opportunities to work on science-based projects and experiments with their children.

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

Motivate the learning for science and hands-on experiments at home. Students will become familiarized with the process of the scientific method.

- Date of Training

January 2024

- Responsible Person(s)

Daniela Skeberis and Jennifer Mark

- Will use funds for refreshments as noted in SWP:

No

#### 4. Reflection/Evaluation of Training #2

- Name of Training

Stem Night K-5

### 5. Parent and Family Capacity Building Training #3

- Name of Training

Dual Language Essentials for Parents

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

During this training, parents will learn the importance of bilingualism and biculturalism as well as the benefit that this program represents for their children. Parents will have the opportunity to explore options beyond elementary school to guarantee the continuity of the DL path for intermediate grades. They will learn strategies to use with their children at home to improve literacy in their primary language.

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

Parents will learn different ways they can support their child at home in their 1st language.

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

Students who are literate in their 1st language will apply their primary language skills to the second language improving their proficiency scores in ELA.

- Date of Training

February 2023

- Responsible Person(s)

Edy Bisono

- Will use funds for refreshments as noted in SWP:

No

### 6. Reflection/Evaluation of Training #3

- Name of Training

Dual Language Essentials for Parents

## 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.**

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

• 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 available in a variety of formats including games and interactive activities students take home and share with their parents. 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

- 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

- Frequency

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.

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

FHE will provide parents with timely information about Title I programs by using a display of meetings via texts, flyers, invitations, parent-link-calls, videos, Google Meets, and a student communication folder. This will support the following meetings: Annual Title I meeting, monthly SAC meetings, ongoing parent conferences, and parent training.

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

Flyers, parent links, website, videos, newsletters, class dojo

- Description

Forest Hill Elementary School will inform parents and families of school meeting standards 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, classdojo

- **Description**

Forest Hill Elementary School will inform parents and families about academic assessments through weekly SOAR reports parent conferences, progress reports and report cards, curriculum night, SIS, and state 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 Teacher Team meetings, parent conferences, phone calls, Google meets, agendas, and class dojo.

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

Conference notes, agendas, flyers, newsletters

- **Description**

The 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 email so that families can view them at their desired times, too. Wellness home visits are conducted for attendance concerns. Conferences can be conducted, via Google Meets, in person, or by phone. Translation in the home language will be provided. Child supervision is available.

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

Community Language Facilitators translations, documentation in multiples languages, agendas, invitations

## **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

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, 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 the parent's native language.

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

Agendas, digital newsletters, conference notes, survey, 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

- **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 these students are signed up for free/reduced lunch and that families are aware of the free breakfast 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**

This is an optional step. 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.

## 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

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.

## 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. Fine Art Mentor Program: Each week, each Fine Arts teacher pulls a group of targeted students to mentor utilizing the arts program. 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

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.

## 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. 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 real 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)].*

## 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

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.

## 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

**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 Kindergarteners
- 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

**Secondary Schools:** Click on the Exemption button above if this is not applicable to you.



## 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 round-up 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

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 the 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

## 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

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

## 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.