
Title I Comprehensive Schoolwide Plan
FOREST HILL COMMUNITY HIGH SCHOOL (0581)

ELA

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

1. List prioritized needs statements.

Based on recent data diagnostic data, overall ELA achievement has remained the same. However, there was a +6pts increase in ELA Learning gains Students within the lowest 25% has shown a +5pts increase The focus will be on providing more strategies and support for them. We will build capacity through remediation and targeting specific skills. Marking texts, identifying themes, etc.

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

1. New students who move into the district often have gaps in their achievement levels that need remediation 2 Need effectively trained staff that are familiar with new standards 3. Students not on grade level and lacking basic foundational skills they more strategies and support

3. Share possible solutions that address the root causes.

1. Additional professional development to work with new staff and deepen understanding of standards and scaffolding 2. Additional resources for remediation and extra practice 3. Tutorial for small group instruction to target skills 4. Possilbe online platforms for extra practice, and differentiated instruction 5. Collaborative planning with peers 6. Exposure to build prior knowledge

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

Monthly Communication More online/social media communication All communication translated in home languages

• Parent Training

Increased number of parent trainings Flexible scheduled days and times

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

- School

Provide afterschool remediation opportunities Provide small group pullouts/pushins for targeted instruction Provide teachers with professional development

- Students

Provide multitude opportunities for learning Using technology for learning opportunities Differentiated instructional methods based on student needs

- Parents

Provide parent training for in-home learning opportunities Maintain communication with the school Increase participation in parent trainings

- Staff Training

Pre-school Week Mid year Professional development days

- Accessibility

Flexible days and times Multiple sessions

Math

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

1. List prioritized needs statements.

Based on past data... 31% of the students are meeting proficiency Math learning gains increased by 33%. 55% of the Math lowest 25 percentile are proficient with an increase in 36pts. Improve test performance and competency access to individualized adaptive programs

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

1. Gaps in education 2. Lack of foundational skills 3. Teachers with less than 3 years experience

3. Share possible solutions that address the root causes.

1. Small group tutorials for remediation and extra practice 2. Academic tutors to provide smaller groups and target skills 3. Math lab: targeted pullouts and hands on math 4. Technology resources 5. Professional Development 6. Increased Technology 7. Collegial Planning 8. Curriculum Resources

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

• Communication

1. Continued communication regarding Math standards and assessment expectations 2. Increase communication different platforms

• Parent Training

1. Flexible days and time 2. Provide translations 3. Provide more hands-on parent training

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

• School

1. Ongoing communication in various languages 2. Extend learning opportunities at home (technology)

• Students

Participate in tutorials Increase student use of technology resources

- **Parents**

Participate in Parent trainings Learn Hand-on opportunities to help your students Participate in parent trainings Participate in learning strategies to utilize at home

- **Staff Training**

1. Professional Development based on student needs 2. Various times of the year

- **Accessibility**

1. Flexible days and time 2. Technology resources that parents and teachers can access

Science

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

1. List prioritized needs statements.

Based on past data.. Biology students are 42% proficient with a 35pts decrease. Offer more comprehensive assessments to gauge understanding low performance on district formative assessments

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

1. Gaps in student literacy skills 2. Transient Population: Large ELL population 3. Teachers with less than 3 years experience 4. Professional development 5. Standards changed in more profound ways than in ELA

3. Share possible solutions that address the root causes.

1. Technology resources 2. Science coach 3. Small group tutorials 4. Targeted pullouts with Science Coach 5. Use of technological resources 6. Aligned curriculum to test 7. Collegial Planning

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

- Communication

1. Continued communication regarding Science standards and assessment expectations 2. Increase communication different platforms

- Parent Training

1. Flexible days and time 2. Provide translations 3. Provide more hands-on parent training

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

- School

1. Ongoing communication in various languages 2. Extend learning opportunities at home (technology)

- Students

Participate in tutorials Increase student use of technology resources

- Parents

Participate in Parent trainings Learn Hand-on opportunities to help your students Participate in parent trainings Participate in learning strategies to utilize at home

- Staff Training

1. Professional Development based on student needs 2. Various times of the year

- Accessibility

1. Flexible days and time 2. Technology resources that parents and teachers can access

Social Studies

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

1. List prioritized needs statements.

US History achievement increased by 20% yielding 61% proficient. Comprehension of materials needs to be a focus.

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

1. Gaps in student literacy skills 2. Transient Population: Large ELL population - no prior knowledge 3. Teachers with less than 3 years experience - not familiar with standards 4. Professional development needed 5. Effective teacher planning necessary

3. Share possible solutions that address the root causes.

1. Technology resources 2. Collegial Planning 3. Small group tutorials 4. Targeted pullouts 5. Use of technological resources 6. Aligned curriculum to test

4. How will school strengthen the PFEP to support Social Studies?

• Communication

1. Continued communication regarding US History standards and assessment expectations 2. Increase communication different platforms

• Parent Training

1. Flexible days and time 2. Provide translations 3. Provide more hands-on parent training

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

- School

1. Ongoing communication in various languages 2. Extend learning opportunities at home (technology)

- Students

Participate in tutorials Increase student use of technology resources

- Parents

Participate in Parent trainings Learn Hand-on opportunities to help your students Participate in parent trainings Participate in learning strategies to utilize at home

- Staff Training

1. Professional Development based on student needs 2. Various times of the year

- Accessibility

1. Flexible days and time 2. Technology resources that parents and teachers can access

Acceleration Success

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

1. List prioritized needs statements.

Accelerated Student Achievement: continue to increase proficiency and offer more accelerated coursework. Only increase 2pts from last year.

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

1. Gaps in student literacy skills 2. Transient Population: Large ELL population 3. Teachers with less than 3 years experience 4. Professional development 5. Provide maximum opportunities for student participation: equity and access

3. Share possible solutions that address the root causes.

1. Technology resources 2. Professional development opportunities 3. Small group tutorials 4. Targeted pullouts 5. Use of technological resources 6. Aligned curriculum to test 7. Collegial planning

4. How will school strengthen the PFEP to support Acceleration Success?

• Communication

1. Continued communication regarding standards and assessment expectations 2. Increase communication different platforms

• Parent Training

1. Flexible days and time 2. Provide translations 3. Provide more hands-on parent training

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

• School

1. Ongoing communication in various languages 2. Extend learning opportunities at home (technology)

• Students

Participate in tutorials Increase student use of technology resources

- **Parents**

Participate in Parent trainings Learn Hand-on opportunities to help your students Participate in parent trainings Participate in learning strategies to utilize at home

- **Staff Training**

1. Professional Development based on student needs 2. Various times of the year

- **Accessibility**

1. Flexible days and time 2. Technology resources that parents and teachers can access

Graduation Rate

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

1. List prioritized needs statements.

Continue to increase graduation rate to >95%. Increased success on FSAs, AP/IB/AICE exams and EOCs.

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

1. Gaps in student literacy skills 2. Transient Population: Large ELL population 3. Teachers with less than 3 years experience 4. Professional development 5. State assessments like SAT/ACT continue to raise concordant scores

3. Share possible solutions that address the root causes.

1. Supplemental Resources for extra practice 2. ACT/SAT bootcamps 3. Small group tutorials 4. Targeted pullouts with Reading and Math Coaches 5. Use of technological resources 6. Aligned curriculum to test

4. How will school strengthen the PFEP to support Graduation Rate?

- **Communication**

1. Continued communication regarding Math and Reading standards and assessment expectations 2. Increase communication different platforms

- **Parent Training**

1. Flexible days and time 2. Provide translations 3. Provide more hands-on parent training

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

- **School**

1. Professional Development based on student needs 2. Various times of the year

- **Students**

1. Flexible days and time 2. Technology resources that parents and teachers can access

- **Parents**

1. Ongoing communication in various languages 2. Extend learning opportunities at home (technology)

- **Staff Training**

Participate in tutorials Increase student use of technology resources

- **Accessibility**

Participate in Parent trainings Learn Hand-on opportunities to help your students Participate in parent trainings Participate in learning strategies to utilize at home

Action Step: Classroom Instruction

Ensure students have access to rigorous coursework, well-rounded educational opportunities, and a literacy rich environment to build academic, social-emotional, and career readiness skills that will lead to post-secondary success.

Budget Total: **\$523,282.00**

Acct Description	Description																
Classroom Teacher	Classroom teacher for ELA that will provide differentiated, individualized instruction for Level 1 and Level 2 students in smaller groups for more effective impact on student success.																
Classroom Teacher	0.5 English 1 and 2 Teacher will provide differentiated, individualized instruction for Level 1 and Level 2 students in smaller groups for more effective impact on student success																
Classroom Teacher	Intensive reading teacher will provide differentiated, individualized instruction for Level 1 and Level 2 student in smaller groups for more effective impact on student success.																
Out-of-system Subs	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Subs for Title I teachers positions: 10103262, 10107035, 20001504, 10107034, 2000033, 20002896, 20002895</td> <td>6</td> <td>\$16.00</td> <td>7</td> <td>7</td> <td>1</td> <td>Original</td> <td>\$4,704.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	Subs for Title I teachers positions: 10103262, 10107035, 20001504, 10107034, 2000033, 20002896, 20002895	6	\$16.00	7	7	1	Original	\$4,704.00
Item	Quantity	Rate	Days	Hours	Weeks	Type	Total										
Subs for Title I teachers positions: 10103262, 10107035, 20001504, 10107034, 2000033, 20002896, 20002895	6	\$16.00	7	7	1	Original	\$4,704.00										
Classroom Teacher	English 1 and 2 Teacher will provide differentiated, individualized instruction for Level 1 and Level 2 students in smaller groups for more effective impact on student success.																
Resource Teacher	Teacher will work with Level 1 and Level 2 at-risk students providing intervention support in all academic areas, Grade 9-12.																

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Pencils	6	\$6.54	General Supplies	Original	\$39.24
	Expo 2 Markers 12 pack	48	\$8.07	General Supplies	Original	\$387.36
	Copy Paper	74	\$44.60	General Supplies	Original	\$3,300.40
Classroom Teacher	Classroom teacher will provide instruction in Social Science to decrease class size and provide additional electives.					
Classroom Teacher	Intensive Reading Teacher will provide differentiated, individualized instruction for Level 1 and Level 2 students in smaller groups for more effective impact on student success.					

Action Step: Parent Engagement

Engage all parents to become informed, active participants in their child's learning community to support students' academic, career, and college goals.

Budget Total: \$69,570.00

Acct Description	Description							
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	CLF for parent training translation	1	\$21.00	3	1	9	Original	\$577.00
	Teachers/ counselors to conduct parent trainings throughout year, FAFSA night, etc.	9	\$25.00	4	1	10	Original	\$9,000.00

Acct Description	Description				
Postage	Item	Quantity	Rate	Type	Total
	Invitations to Parent Meetings, Student progress monitoring notifications	1000	\$0.63	Original	\$630.00
Social Service Facilitator	Social Service Facilitator will provide social services to students identified with barriers to learning (academic or social behaviors), provide SBT support services, home visits, and student conferences, and provides language support for families.				

Action Step: Professional Development

Ongoing professional development opportunities will equip teachers to provide standards-aligned rigorous and engaging strategies and lessons for students.

Budget Total: \$192,647.00

Acct Description	Description							
Tch Res Staff Development	Teacher will assist teachers in analyzing student data, determine how to address student needs, and develop instructional plans for their students to improve classroom instruction and provide PD as needed. Verge							
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	ELL Teachers Map out lessons/reviewing data to plan instruction	5	\$25.00	1	1	10	Original	\$1,250.00
	Dual Language teachers to Map out lessons/reviewing data to plan instruction	10	\$25.00	1	1	10	Original	\$2,500.00

Acct Description	Description
Single School Culture Coordinator	Single School Culture Coordinator will provide support to help students gain exposure, participation and proficiency into higher/rigorous coursework. Will monitor and track student progress and provide ELA, Reading and Social Science Professional Learning Committees to build teacher capacity and share instructional strategies for 9th through 12th grade students. SSCC will also support the implementation of Skills for Learning and Life strategies schoolwide.

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 High School believes in engaging all parents to become informed, active participants in their child's learning community.

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.)

Name	Title
Mr. Michael Aronson	Principal
Mr. Antonio Loyd	Assistant Principal
Ms. Camella Slydell	Assistant Principal
Mrs. Cynthia Orocofsky	Assistant Principal
Ms. Doris Younce	Assistant Principal
Ms. Elizabeth Boutet	Assistant Principal
Mr. John Provenzano	Assistant Principal
Dr. Tara Smith	Single School Culture Coordinator
Sarika Roopnarine	Learning Team Facilitator
Jillian Millay	SAC Chairperson

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

Stakeholders representation is selected based on protocols established by the School Advisory Council (SAC). SAC members are generally comprised of students, parents, staff, administrators, and community partners. This selection enables varied stakeholder perspectives as it relates to building a stronger parent-family partnership. Volunteers from the community are also solicited via parent link / invitations with the goal of establishing a true representation of the school demographics.

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

Stakeholders will be involved in developing the Schoolwide plan through evaluations, surveys, parent meetings and monthly SAC meetings input.

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

Stakeholders input was provided via direct feedback and minutes from PFEP Input meeting, Title 1 survey, annual meeting, conferences, and SAC. All input was analyzed and used to incorporate new ideas or make changes to current procedures /practices. Through these suggestions, it is our hopes to continue expanding parent training by offering trips to local and state universities. Funds for parent communication, training supplies, child care, and CLF services are developed in addition to a Social Service Facilitator to support students/parents/families.

Name	Title
Mr. Michael Aronson	Principal
Mr. Antonio Loyd	Assistant Principal
Mr. John Provenzano	Assistant Principal
Ms. Camella Slydell	Assistant Principal
Dr. Tara Smith	Single School Culture Coordinator
Ms. Jillian Millay	SAC Chairperson
Ms. Elizabeth Boutet	Assistant Principal
Kimberly Moore	Parent
Rhonda Grammer	Parent
James M. Johnson	Teacher
Dana Herst	Parent
Holly Andreotta	Parent
Kimberly Nuquist	SAC Secretary

Name	Title
Karen Boyler Mosos	Parent
Troy Rose	SAC Treasurer

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?

Tuesday, October 10, 2023 at 5:30pm (Tentative date) 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.).

Notifications will be completed through a monthly newsletter, parent flyer to be sent home with all students, parent call-out / email -one voice, displayed on school marquee

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

Title I resources to be used include a PowerPoint presentation, an agenda, PFEP Summary, school compact, sign-in sheets, and evaluations. All content will be delivered in the appropriate language to meet the needs of all stakeholders.

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

Connecting Parents Using Student Information System (SIS) and Technology

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

Teachers will learn, explore, and practice utilizing the communication aspects of the SIS system and use of Smart Technology within the classroom. Teachers will be taught how to update parents on the academic progress of their child. Teachers will also learn to send progress reports and emails using the SIS. As a result, teachers will assist in building communication and fostering academic partnerships with parents.

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

Teachers will be taught how to maximize technology within the classroom for instructional purposes. Teachers will be taught and practice how to send emails/progress reports through the SIS system to strengthen communication.

- What will teachers submit as evidence of implementation?

Teachers will provide samples of teacher evidences (lesson plans, sample student work, emails/progress report letters).

- Month of Training

August - October 2023

- Responsible Person(s)

Administration

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

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

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Resolution to Promote Welcoming and Inclusive Schools for all Students and Families

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

Staff members will be educated on the district's resolution to promote welcoming and inclusive schools for students and families. Staff will be educated on strategies used to create a positive and welcoming environment for parents and students.

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

Staff will develop efficient practices to establish parent relationships, leading to open communication and positively impacting student achievement.

- What will teachers submit as evidence of implementation?

As evidence of implementation, staff will complete a Google survey detailing how they have implemented the strategy with parents and families. Staff will also provide a sample of evidence to document implementation.

- Month of Training

January 2024

- Responsible Person(s)

Administration

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

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

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

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

FAFSA Night/Financial Aid Night

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

Parents will learn how about the college application process and the steps involved in applying for financial assistance.

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

Parent will log into the FAFSA website and complete a financial assistance application.

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

Building parent capacity regarding the college application and admission process will enable 80% of the senior class to reach a post secondary education.

- **Date of Training**

October 9, 2023, Nov. 13, 2023, Jan.16, 2024, Mar. 13, 2024

- **Responsible Person(s)**

Cohen,Smith,Keough, Lares, Loyd, Boutet, Slydell, Palan Provenzano

- **Resources and Materials**

NA

- **Will use funds for refreshments as noted in SWP:**

on

- **Amount (e.g. \$10.00)**

0

2. Reflection/Evaluation of Training #1

- **Name of Training**

TBD

- **Number of Participants**

TBD

- What were parents able to do as a result of the training?

TBD

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

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

ACT/SAT Parent Night

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

Parents will learn of ACT/SAT test administration procedures and implications. Parents will be taught how to assist their scholar in test preparation and score interpretation.

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

Parents will submit an ACT/SAT application and interpret a mock score report.

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

Understanding the ACT/SAT application and score interpretation process will allow students to meet graduation requirements through concordant score, established by a graduation rate of 95%.

- Date of Training

September 20, 2023

- Responsible Person(s)

Cohen,Smith,Keough, Lares, Loyd, Boutet, Slydell, Palan,Provenzano

- Resources and Materials

SMARTboard

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0

4. Reflection/Evaluation of Training #2

• Name of Training

TBD

• Number of Participants

TBD

• What were parents able to do as a result of the training?

TBD

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

on

• How do you know?

TBD

• What went well with the training?

TBD

• What improvements would be made and what steps will you implement to make the training more effective?

TBD

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Senior Night (1st Sem and 2nd Sem)/Bright Futures Night

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

Understand High School Graduation, College readiness along with entrance requirements, Effective use of SIS Gateway for parents, and paying for college

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

Parents will gain a deeper understanding of the course work and expectations for high school success and workforce readiness. Parents will also be equipped with the tools and knowledge to communicate with teachers and monitor their student's progress. Parents will be trained on how to log into SIS and practice sending emails to staff and monitor child's progress.

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

Increase graduation rate to 95%, increase college readiness, and increase parent communication with the school .

- **Date of Training**

Oct. 19, 2023

- **Responsible Person(s)**

Cohen,Smith,Keough, Lares, Loyd, Boutet, Slydell, Palan, Provenzano

- **Resources and Materials**

SMARTboard

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0

6. Reflection/Evaluation of Training #3

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

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

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

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

SDPBC Multicultural Department

- Describe how agency/organization supports families.

Multicultural department will provide tutorial services to work in partnership with our school to provide remediation to students. They will also provide services to families on a referral basis.

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

Student and/or parent sign-in sheets/ Confirmation communications, email/fliers correspondence. Multicultural will also work with staff to accomodate needs of families.

- Frequency

As Needed and ongoing throughout FY24

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

- Name of Agency

Boys and Girls Club Great Futures Program

- Describe how agency/organization supports families.

The Boys and Girls Club Great Futures program provides academic support and enrichment, tutorial services, advising, service learning, and college/career readiness activities to our students.

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

Student sign-in/logs, Program Flyers

- Frequency

As Needed

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

- Name of Agency

Check and Connect

- Describe how agency/organization supports families.

Check and Connect provides a framework to keep students on track toward graduation through continued monitoring.

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

Program logs and evaluation reports, student logs, Communications

- Frequency

As Needed

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

Title I Annual Meeting, SAC, Newsletters / Call outs, SIS- emails, social media, school website

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

Agendas, sign-in sheets, photos, snip-its, social media posts, email / text print outs, phone call-outs transmissions

- Description

We meet quarterly with students to discuss these items, and parents receive mailings regarding back-to-school curricular nights as well as monthly newsletters , call-outs regarding our assessment calendar, SIS, website, social media posts. We also have Curriculum night.

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

We will use SIS, emails to parents, social media posts, copies of flyers, Curriculum Night calendars, call-outs- documentation

- Description

Our school does an excellent job of placing this information online, in e-mails and text messages to parents, and in our monthly newsletters with contact information included. We also use the call-out system regarding meetings, nighttime events and encourage Parent Conferences.

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

We will use SIS, emails to parents, social media posts, report cards, progress reports

- Description

Parents are welcomed during monthly SAC meetings, newsletter, routine emails,conferences, curriculum night, parent-callouts.

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

Feedback from parents through SAC will be documented through SAC agenda and minutes.

- Description

We are planning to offer trainings at different dates and time to accommodate our working parents schedules and have information posted online.

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

Training documentation will be represented with different dates / times. Feedback from parents through SAC will be documented through SAC agenda and minutes.

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

Our school meets every semester to hold parent meetings with CLFs and ESOL guidance counselors to discuss student academics and other issues. Additionally, each semester our ELL Coordinator conducts these informative parent meetings en Espanol with our ELL parents and families, with materials provided en Espanol as well. The ELL Coordinator, in conjunction with ELL counselors and CLFs, maintains quarterly contact with parents in the advising of academics, behavioral issues, and attendance concerns.

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

Newsletters, Feedback Survey, Conference notes, flyers in multiple languages

- Description

For special events at night, our ESE Contact will invite the sign-language interpreter or other support as necessary in order to fully accommodate all parents who need support. We will have accessible parking, centrally designated rooms selected for meetings on first floor, and audio enhancement is available if necessary. We are an ADA compliant school and have flexible meeting times. Home visits are conducted, if necessary.

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

Newsletters, Feedback Survey, Conference notes, Photos

- Description

Support is provided by our migrant contact (who is also our ELL Coordinator) in collaboration with the District's Migrant Program Staff. To make parents feel comfortable we provide flexibility with meetings and conduct home visitations if necessary.

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

Feedback Survey, Emails, Brochures, List of migrant students

- Description

Counselors refer to the appropriate agency and/or the District department tasked with helping our families in need. Every student completes the Student Residency Questionnaire at the time of registration. We have one counselor who is designated to work with our homeless families to ensure that homeless families are given the opportunities that are needed to be able to attend any parent trainings and conferences and accommodate any needs they may have to be an active participant in their child's education.

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

Homelessness Questionnaire, Feedback Survey, Brochures, Emails, List of students.

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

- Name of Activity

NA

- Brief Description

NA

2. Activity #2

- Name of Activity

NA

- Brief Description

NA

3. Activity #3

• Name of Activity

NA

• Brief Description

NA

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

The "Community Partners" program assists in building healthy social-emotional skills with students in need of such services. They may be referred by a teacher, staff member, administrator, or parent. • FHCHS Guidance Department also works closely with students to help provide social, emotional support. Additionally the SBT process is in place for special referrals for students who may need a school-based team for further assistance; this can be academic support, in the form of behavioral contracts, attendance contracts and the like • A system that has been put into place is our Google form that is completed by our ISS facilitator. This form helps with student "check in" to ISS and all Administrators and grade-appropriate guidance counselors have access to this form. Students who are referred to ISS will be reviewed on a daily, and this is a way students can be monitored for frequent visits to ISS. At this time, counselors, and administrators, alike, can provide counseling, mentoring, and/or other pupil services as needed. The ultimate goal is to help students become more self-regulating and true advocates for themselves through this process of mentoring, counseling, and of course, modeling. Furthermore, the FHCHS offers a DATA (Drug and Alcohol Treatment) counselor onsite who regularly assess the need for students to alternatives to suspension due to alcohol, tobacco and other drugs. If a student should be involved with such, the DATA counselor provides students with research-based practices and skills needed to replace high-risk behaviors with healthier life choices. FHCHS also employs two mental health professionals (Behavioral Health Professional and Co-located Mental Health Therapist) to offer extensive mental health training, support, and behavioral management services.

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

We have a tiered model of support. We monitor the students that may have one or more of these indicators and place a referral to school based team. All students receive Tier 1 support from teachers as core instruction. We then make some modifications / supports to assist with the process (small group / mentoring / after school tutorial) Then depending on the indicator we discuss appropriate interventions and put this in place for the student. We then monitor the situation, with the interventions we hope that the situation improves. We monitor 2 times per month and provide updates. If the situation does not improve, we would then try another intervention. We will monitor between 4 - 8 weeks. Tier 2 instruction includes pull-outs by reading coach and select teachers during electives, additional tutorial support after school, and use of adaptive technology (Khan Academy, Edgenuity). If the situation does not improve, then we will move the student to Tier 3. Tier 3 includes alternative education sites and possible referrals for 504 and ESE services.

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

Our elective courses assist our students to become well round individuals: band and chorus provide leadership and musical opportunities, PE provides team building, wellness, recreational, and leadership opportunities, technology classes prepares students for global workplace and prepare students to be successful in a global society, and art helps creativity and perseverance. • Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community. Academy of Digital Design prepares students for the global workplace and post secondary education, prepares students to be successful in a global society, and provides students with opportunities for industry certification in Microsoft and Adobe. Academy of Medical Sciences prepares students for employment or advanced training in the Health Occupations industry. The courses in this cluster also provide students the opportunity to be cross-trained as practicing healthcare professionals. Army Junior ROTC prepares students to participate in co-curricular activities that include: Leadership and service opportunities, Drill Team competitions, Air Rifle competitions, Summer Camp challenges, Physical Training competitions, and Basic life-saving skills. Criminal Justice Academy offers a sequence of courses that provide coherent, rigorous, content aligned academic standards needed to prepare for a career in law enforcement that include: Criminalist, US Marshall, Police Officer, Forensic Scientist, and State. Culinary Arts Academy is focused on the education and training of young people in the hospitality industry providing career opportunities, recognizing and rewarding talent / skill, as well as raising standards and awareness of food preparation, cooking, and service. Engineering and Technology offers a unique opportunity to acquire the skills needed in the work-place and in post- secondary education through problem-solving in a hands-on learning environment. Students will also have the opportunity to complete at the local, state, and national level and earn industry certification. Gale Academy of Environmental Science and Technology empowers students to compete in a global job market and it provides the opportunities for field studies in environmentally sensitive areas, access to specialized laboratories and equipment, Hospitality, Tourism and Resort Management Academy prepares students for employment in the travel, tourism, and resort industries. Students will have the opportunity to complete on the job training with local businesses, earn industry certifications, and participate in national and international competitions. International Baccalaureate Career-related Programme integrates existing academies with IB diploma courses. Relies on a collaborative partnership among schools, students, business and community leader that provides 11th and 12th grade opportunities for work-based learning, internships, career experience, networking, and service learning. International Baccalaureate Diploma Programme provides for a continuum from the Middle Years programme to develop well-rounded and internationally minded 11th and 12th graders who respond to challenges with optimism and an open mind, is confident in his/her identity, celebrates our common humanity, makes ethical decisions, and is able to apply what is learned to complex real- world situations. We offer Cambridge, Accelerated International Certificate of Education (AICE) courses, which have challenging college level rigor, giving students an excellent preparation for university, employment, and life. AVID courses are offered to support students with the goal of increasing academic success, persistence, and completion rates. We challenge our students to be involved in 1 after school sport or activity.

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

Several of our programs offer college readiness and industry certifications for our students: Academy of Digital Design - prepares students for the global workforce and post secondary education. It prepares students to be successful in a global society. It provides opportunities for Microsoft and Adobe industry certifications. Academy of Medical Sciences - designed to prepare students for employment or advanced training in the Health Occupations Industry. Students get exposure from FAU problem-based learning through the Medical school. Army JROTC - prepares students with leadership and service opportunities, drill competitions, basic life saving skills (CPR), and physical training competitions Culinary Arts Academy - focused on the education and training of young people in the hospitality industry International Baccalaureate Career-related Programme and Diploma Programme - integrates existing academics with IB diploma courses, relies on a collaborative partnership among schools, students, business, and community leaders that provides 11th and 12th graders the opportunities for work-based learning, internships, career experience, networking, and service learning, aspires to develop well -rounded and internationally minded students who respond to challenges with optimism and an open mind. We also have an on-campus college and career fair - to give students the opportunity to get information and are able to talk to / get information people in the field. AVID program is available to select students. This program provides students with skills and strategies to be successful both in high school and post-secondary school. Advanced Placement (AP), Accelerated International Certificate of Education (AICE) are available to students that qualified. Dual enrollment is available to students interested and eligible for program. Every year students are exposed to an extensive SAT/ACT preparatory program to develop their test-taking skills and improve critical thinking.

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 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

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

1. Transition to Elementary School

Not Applicable

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)
- Mentoring
- PAR Teacher
- Online workshops

- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Our teachers participate in Professional Learning Communities (virtual PLCs) as well as Professional Development (PD) activities (virtually) to improve their craft. The district also provides opportunities for training and support through technology. Our choice program teachers have the opportunity to attend training (AVID / IB / AICE) throughout the school year and during the summer. The Educator Support Program (ESP) is the support program of support for newly hired educators. They focus on developing teacher capacity. A literacy team has been created with the purpose of providing professional development in researched-based literacy practices, across all curricular areas, to help increase student reading proficiency as measured by the FSA. Weekly professional development meeting (PLCs) with focus on research based reading and writing strategies will be conducted by all teachers to help increase student reading proficiency as measured by the FSA. To increase high school acceleration success teachers will be provided with professional development through focused PLCs that focus on teaching, learning, as well as assessment formats and requirements. In an effort to deliver effective and relevant instruction to meet the needs of all students teachers will have the opportunity to attend AVID training.

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

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs

- Other Incentives such as signing bonuses and pay for performance
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Forest Hill High School offers collaborative planning, the sharing of best practices, and the analysis of formative assessments to assist in the growth and development of our beginning teachers. New instructors are paired with those who are experienced, clinically trained, and willing to meet in a collaborative before and after school group dubbed the "Tea League," which provides a strong collegial atmosphere in which to discern and address the professional development needs of our beginning teachers. Our school's administration strives to recruit and retain highly qualified and effective teachers. We have also started the Falcon Fight Club - to conduct team building activities outside the traditional work setting and to build relationships among staff. Our hope is that this will assist us in retaining our current teachers. Additionally to retain our teachers, new teachers at FHCHS meet with Administration and take part in the BNTP (Beginning New Teacher Program). This program meets on a monthly basis, and they discuss best teaching practices, go over concerns, and teachers are able to build relationships with each other. This assists us with support and building relationships with our staff to help us retain our staff. Our school focuses on improving climate and culture through events, surveys, and bonding activities to build strong relations with each other in hope of having a sense of a strong community/family of educators. We offer opportunities for staff to earn extra salary through club sponsor, tutorial, and activities. We attend activities such as the teacher job fair, and bring some of our staff to meet some of the eligible candidates and to take information (resumes). We also tell our story of who we are and what we are about.