Title I Comprehensive Schoolwide Plan

FOREST HILL COMMUNITY HIGH SCHOOL (0581)

ELA

1. List prioritized needs statements.

Based on recent data diagnostic data, overall ELA achievement has increased by 1%. Students within the lowest 25% has shown moderate increase with 60% proficiency. Learning gains showed no improvements and remained at 57%. 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. Possible 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?

• Communication

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 pull-outs/push-ins 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

1. List prioritized needs statements.

Based on past data... 39% of the students are meeting proficiency with a 6% increase from the previous year. 51% of the Math lowest 25 percentile are proficient 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 pull-outs 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

1. List prioritized needs statements.

Based on past data.. 34% of Biology students are non-proficient. 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

1. List prioritized needs statements.

US History achievement increased by 12% yielding 65% 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

1. List prioritized needs statements.

Accelerated Student Achievement: continue to increase proficiency and offer more accelerated coursework. Increased 1 pts 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 opportunties 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

1. List prioritized needs statements.

Continue to increase graduation rate to >95%. Increased success on FASTs, 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: **$405,618.00**

<table>
<tr><th>Acct Description</th><th>Description</th></tr>
<tr><td>Classroom Teacher</td><td>The Classroom Teacher for ELA will provide differentiated, individualized instruction for Level 1 and Level 2 students in smaller groups for more effective impact on student success.</td></tr>
<tr><td>Classroom Teacher</td><td>The 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.</td></tr>
<tr><td>Supplies</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Supply Type</th><th>Type</th><th>Total</th></tr>
<tr><td>General classroom supplies - chart paper, pencils, pens, card stock, post-its, colored paper, markers, student whiteboards</td><td>1</td><td>$111.00</td><td>General Supplies</td><td>Original</td><td>$111.0</td></tr>
</table>
</td></tr>
<tr><td>Out-of-system Subs</td><td>
<table>
<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>
<tr><td>Subs for title I funded classroom teachers</td><td>4</td><td>$21.00</td><td>7</td><td>7</td><td>1</td><td>Original</td><td>$4,018.00</td></tr>
<tr><td>Subs for title I funded classroom teachers</td><td>1</td><td>$21.00</td><td>3.5</td><td>7</td><td>1</td><td>Original</td><td>$502.00</td></tr>
</table>
</td></tr>
<tr><td>Extra Periods</td><td>(Daily) Two core content teachers will teach an extra period daily to provide targeted, data-driven instructio that addresses learning gaps, increases instructional time, and improves student academic outcomes.</td></tr>
<tr><td>Classroom Teacher</td><td>The English 1 and 2 Teacher will provide differentiated, individualized instruction for Level 1 and Level 2 9th and 10th grade students in smaller groups for more effective impact on student success.</td></tr>
<tr><td>Classroom Teacher</td><td>The 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.</td></tr>
</table>

Acct Description	Description
Classroom Teacher	The Intensive Reading Teacher will provide differentiated, individualized instruction for Level 1 and Level 2 students in grades 10-12 in smaller groups for more effective impact on student success.

Action Step: Professional Learning

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

Budget Total: **$102,051.00**

Acct Description	Description
Single School Culture Coordinator	The Single School Culture Coordinator will support 9th–12th grade students' exposure, participation, and proficiency in rigorous coursework by monitoring and tracking student progress and facilitating ELA, Readir and Social Science Professional Learning Communities to build teacher capacity and share instructional strategies.

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: **$8,071.00**

Acct Description	Description
Certified Parent Support by School Staff	

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Teachers and guidance counselors will conduct parent trainings throughout year to include FAFSA nights.	9	$25.00	4.5	6	1	Certified	Original	$6,075.0

Mission Statement

1. Mission Statement

The learning community at Forest Hill Community High School is dedicated to providing students with high quality learning experiences that will transcend into their future and integrate learning aligned with cognitive processes and innovation in the context of global enterprise and global-mindedness.

Involvement of Stakeholders

Name	Title
Mr. Michael Aronson	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
Mr. Charles Sanford	Single School Culture Coordinator
Ms. Jillian Millay	SAC Chairperson

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

Stakeholder representation is determined in accordance with protocols established by the School Advisory Council (SAC). The Council is typically composed of students, parents, faculty, administrators, and community partners, ensuring a broad spectrum of perspectives that support the cultivation of strong parent–family partnerships. In addition, community volunteers are actively recruited through parent outreach channels and formal invitations, with the intent of achieving a composition that authentically reflects the school's demographic profile. SAC members are nominated and then voted on by those present at the meeting. Members are elected on 2 year terms. Our overall demographics have to match our SAC area, not the school population.

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

Stakeholders will play an integral role in the development of the Schoolwide Plan through a range of structured engagement opportunities, including evaluations, surveys, parent meetings, and ongoing input provided during monthly SAC meetings. Meeting Dates: August 11th @5:30PM September 8th @5:30PM October 13th @5:30PM November 10th @5:30PM January 12th @5:30PM February 9th @5:30PM March 13th @5:30PM April 11th @5:30PM May @5:30PM

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

Stakeholder input was gathered through multiple channels, including direct feedback and documented minutes from the PFEP input meeting, the Title I survey, the annual meeting, parent–teacher conferences, and SAC sessions. This feedback was systematically analyzed and used to inform the incorporation of new ideas as well as refinements to existing procedures and practices. Guided by these insights, the school seeks to further expand parent training opportunities, including organized visits to local and state universities. Allocations have also been designated to support effective parent communication, training materials, childcare services, and CLF initiatives, alongside the addition of a Social Service Facilitator to provide comprehensive support to students, parents, and families.

Name	Title
Mr. Michael Aronson	Principal
Mr. Antonio Loyd	Assistant Principal
Mr. John Provenzano	Assistant Principal
Ms. Camella Slydell	Assistant Principal
Ms. Jillian Millay	SAC Chairperson
Ms. Elizabeth Boutet	Assistant Principal
Jennifer Ali	Parent
Emi Ebben	Parent
Vanessa Palan	Teacher
Alexis Borgos	Business Community Not District
Dina Rubio	Business Community Not District
Latoya Pegram	Education Support Employee

Annual Parent Meeting

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

Tuesday, October 6, 2026 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 disseminated through a variety of communication channels, including a monthly newsletter, informational flyers distributed to all students for home delivery, parent call-outs and emails via the OneVoice system, and postings on the school marquee.

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

Title I resources will include a PowerPoint presentation, meeting agenda, PFEP summary, school compact, sign-in sheets, and evaluation instruments. All materials will be provided in the appropriate languages to effectively meet the diverse needs of all stakeholders.

Staff Trainings

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 engage in professional learning to explore and practice the effective use of the Student Information System (SIS), with a particular emphasis on its communication features, as well as the integration of smart technology within the classroom. They will be trained to provide timely and accurate updates to parents regarding their child's academic progress, including the use of the SIS to generate progress reports and facilitate email communication. Through these efforts, teachers will play a pivotal role in strengthening communication and fostering meaningful academic partnerships with parents.

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

Teachers will receive training on how to effectively maximize the use of technology within the classroom to enhance instruction. They will also learn and practice utilizing the Student Information System (SIS) to send emails and progress reports, thereby strengthening communication with parents and supporting student success.

- What will teachers submit as evidence of implementation?

Teachers will provide representative artifacts of instructional practice, including lesson plans, samples of student work, and records of communication such as emails and progress report correspondence.

- Month of Training

August - October 2026

- Responsible Person(s)

Administration

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Professional Development on Fostering Welcoming and Inclusive School Environments for All Students and Families

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

Staff members will receive professional development on the district's resolution to promote welcoming and inclusive schools for all students and families. They will also be trained in evidence-based strategies designed to cultivate a positive, respectful, and inclusive environment that effectively engages both parents and students.

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

Staff members will receive training on the district's resolution to promote welcoming and inclusive schools for all students and families. They will also be equipped with strategies to foster a positive, respectful, and welcoming environment for both parents and students.

• What will teachers submit as evidence of implementation?

Staff members will receive professional development on the district's resolution to promote welcoming and inclusive schools for all students and families. They will also be trained in effective strategies to cultivate a positive, respectful, and welcoming environment for both parents and students.

• Month of Training

January 2027

• Responsible Person(s)

Administration and PBIS Team

Parent Trainings

1. Parent and Family Capacity Building Training #1

• Name of Training

Acceleration Night

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

Parents will be provided with information regarding AICE, IB, and other accelerated course offerings available on campus. They will also have the opportunity to explore program requirements, apply for participation, and gain a deeper understanding of academic acceleration pathways.

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

Parents will be guided through the same course selection process utilized by students, providing them with a comprehensive understanding of course offerings, academic pathways, and scheduling considerations.

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

Parents will develop a clearer understanding of accelerated course progression, which will support informed decision-making, encourage increased enrollment in advanced coursework, and contribute to improved student outcomes, including higher graduation rates.

• Date of Training

October 2026

• Responsible Person(s)

Cohen, Smith, Keough, Lares, Loyd, Boutet, Slydell, Palan, Provenzano, Milhomme, Gonzalez, Paul, Vielot, Orocofsky

• Resources and Materials

Smartboard

• Amount (e.g. $10.00)

0

3. Parent and Family Capacity Building Training #2

• Name of Training

Senior Parent Night

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

Understanding high school graduation requirements and college readiness expectations, including postsecondary entrance criteria, will be emphasized. Additional focus will be placed on the effective use of the SIS Gateway to support parental engagement, as well as an overview of college financing options and payment processes.

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

Parents will develop a deeper understanding of course expectations necessary for high school success and workforce readiness. They will also be equipped with the tools and knowledge needed to effectively communicate with teachers and monitor their student's academic progress. In addition, parents will receive training on how to access the SIS platform, including logging in, communicating with staff via email, and regularly tracking their child's progress.

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

Sustain the graduation rate to 95 percent or higher, enhance college and career readiness, and strengthen parent–school communication and engagement.

- Date of Training

September 2026/March 2027

- Responsible Person(s)

Cohen, Smith, Keough, Lares, Loyd, Boutet, Slydell, Palan, Provenzano, Milhomme, Gonzalez, Paul, Vielot, Orocofsky

- Resources and Materials

Smartboard

• Amount (e.g. $10.00)

0

5. Parent and Family Capacity Building Training #3

• 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 gain an understanding of the college application process, including the key steps involved, as well as the procedures for applying for financial assistance.

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

The parent will access the FAFSA website to complete an application for financial aid.

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

Strengthening parents' understanding of the college application and admissions process will support 80% of the senior class in pursuing postsecondary education.

• Date of Training

October 2026/January 2027

• Responsible Person(s)

Cohen, Smith, Keough, Lares, Loyd, Boutet, Slydell, Palan, Provenzano, Milhomme, Gonzalez, Paul, Vielot, Orocofsky

• Resources and Materials

NA

• Amount (e.g. $10.00)

0

Coordination and Integration

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

• Name of Agency

SDPBC Multicultural Department

• Describe how agency/organization supports families.

The Multicultural Department will offer tutorial services in collaboration with the school to support student remediation. In addition, it will provide family support services 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, along with confirmation communications and email or flyer correspondence, will be maintained. The Multicultural Department will also collaborate with staff to accommodate the needs of families.

• Frequency

As Needed and ongoing throughout FY27

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 offers students academic support and enrichment, including tutoring services, advising, service-learning opportunities, and college and career readiness activities.

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

Student attendance logs and program flyers will be used for documentation and communication purposes.

• Frequency

As Needed

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

• Name of Agency

Youth Empowered to Prosper

• Describe how agency/organization supports families.

Meet with students on a weekly basis to monitor academic performance, attendance, and behavioral progress.

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

Program logs, evaluation reports, student records, and communication documentation will be maintained.

• Frequency

As Needed

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

• Description

Title I Annual Meeting, School Advisory Council (SAC) meetings, newsletters and call-out communications, SIS email correspondence, social media platforms, and the school website.

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

Meeting agendas, sign-in sheets, photographs, excerpts, social media posts, printed email and text communications, and records of phone call-out transmissions.

- Description

We meet with students on a quarterly basis to address these topics. Parents receive mailed communications regarding back-to-school curriculum nights, in addition to monthly newsletters and call-outs related to the assessment calendar. Information is also disseminated through SIS, the school website, and social media platforms, along with dedicated Curriculum Night events.

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

We will utilize SIS, parent email communications, social media postings, flyer distribution, Curriculum Night calendars, and call-out systems, with appropriate documentation maintained for each.

- Description

Our school effectively disseminates this information through multiple channels, including online platforms, email and text communications to parents, and monthly newsletters that include relevant contact information. Additionally, we utilize a call-out system to share updates regarding meetings and evening events, while also encouraging participation in parent conferences.

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

We will utilize SIS, parent email communications, social media postings, report cards, and progress reports.

- Description

Parents are welcomed and engaged through monthly School Advisory Council (SAC) meetings, newsletters, routine email communications, parent-teacher conferences, Curriculum Night, and call-out notifications.

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

Parent feedback collected through the School Advisory Council (SAC) will be formally documented in SAC agendas and meeting minutes.

• Description

We plan to offer training sessions at varying dates and times to accommodate the schedules of working parents, with information also made available online.

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

Training documentation will reflect a range of dates and times offered. Parent feedback collected through the School Advisory Council (SAC) will be formally recorded in SAC agendas and meeting minutes.

Accessibility

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

• Description

Our school convenes parent meetings each semester with Community Language Facilitators (CLFs) and ESOL guidance counselors to review student academic progress and address related concerns. In addition, each semester the ELL Coordinator facilitates informational parent sessions in Spanish for ELL families, with supporting materials also provided in Spanish. The ELL Coordinator, in collaboration with ELL counselors and CLFs, maintains quarterly communication with parents regarding academic performance, behavioral matters, and attendance concerns.

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

Conference notes, multilingual flyers, and event invitations.

• Description

For evening special events, the ESE contact will coordinate the provision of a sign-language interpreter or other appropriate supports to ensure full accessibility for all parents who require assistance. The school provides accessible parking, designates centrally located meeting spaces on the first floor, and offers audio enhancement equipment as needed. As an ADA-compliant institution, we also provide flexible meeting times and, when necessary, conduct home visits to support family engagement.

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

Conference notes and sample Individualized Education Programs (IEPs).

• Description

Support is provided by the school's Migrant Contact, who also serves as the ELL Coordinator, in collaboration with the District Migrant Program staff. To ensure accessibility and comfort for families, meetings are scheduled flexibly, and home visits are conducted when necessary.

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

Email communications, lists of migrant students, informational brochures, and feedback surveys.

• Description

School counselors refer families to the appropriate external agencies and/or district departments responsible for providing support services. At the time of registration, every student completes a Student Residency Questionnaire to identify potential needs. One counselor is specifically designated to support homeless families, ensuring they have equitable access to parent trainings and conferences, as well as any necessary accommodations to actively participate in their child's education.

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

Email communications, student lists, homelessness questionnaires, feedback surveys, and informational brochures.

Other 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

1. Building Students' Non-Academic Skills

The "Community Partners" program assists in building healthy skills for learning and life 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. 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. We have an additional staff person that will assist with male/female mentorship and partner with an outside mentorship for all students to develop social, emotional, and post secondary support.

SBT/MTSS Implementation

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 submit school based team referral. 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) Depending on the indicator, we discuss appropriate interventions and create a plan 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 referrals for 504 and/or ESE services.

Provision of a Well-Rounded Education

1. Well-Rounded Education

FHHS elective courses assist our students to become well rounded 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 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 to include behavior health. 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

1. Post-Secondary Opportunities and Workforce Readiness

Several of our programs offer college readiness and industry certifications for our students: 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. We partner Palm Beach State College to infuse College Bound and the Stephen Ross Summer Enrichment Academy providing tuition assistance and pathways to college.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

This does not apply to high school.

Professional Learning

1. Professional Learning

Our teachers participate in Professional Learning Communities bi-weekly and Professional Development (PD) activities to improve their craft. The district also provides opportunities for training and support through technology. Our choice program teachers have the opportunity to attend specialized 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

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 after school whereas new teachers are supported through a strong collegial atmosphere in 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.