Forest Hill Community High School

2015-16 School Improvement Plan

Forest Hill Community High School

6901 PARKER AVE, West Palm Beach, FL 33405

www.edline.net/pages/foresthillhighschool

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	83%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	88%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	C

*Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Staff and community of Forest Hill Community High School are dedicated to building an academic climate
centered around heightened literacy, numeracy and inquiry in an environment of collegiality that promotes school-wide pride, internationalism, and service for all.

Provide the school's vision statement

In the spirit of collegiality and professionalism, staff and community close the gap between school and real-world with clearly-defined academic programs that cultivate a multi-literacy focus inclusive of International
Baccalaureate, diverse language, and international studies.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and School Board Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to: History of the Holocaust, History of Africans and African-Americans, Hispanic Contributions, Women's Contributions, and the Sacrifices of Veterans.
The school ensures that school community stakeholders engage in relationship-building by assessing the current state of cultural awareness within the school, and implement evidence-based strategies to develop and improve cultural awareness, and student-teacher relations. Members of the school's Student Government Association regularly attend SAC meetings and report to members, and teachers have recently undergone professional development regarding the services now afforded to our school through Community Partners. Teachers are more aware of community and individual student needs and are readily acting upon this information to build stronger relationships with students and parents.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school has implemented a School-wide Positive Behavior Support Plan with the help of its School-wide Positive Behavior Support Team. The association with Community Partners will continue to provide professional development on social-emotional learning in order to help strengthen the school's ability to create a positive, caring, and supportive school community. The school offers a DATA (Drug and Alcohol Treatment) counselor on-site, and regularly assesses the need for and provides anger-management group sessions for students who agree to participate.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school's SwPBS team regularly reviews classroom data to ensure students are engaged while in class. Research suggests that maintaining a minimum of a 4:1 ratio of positive interactions (RPI) to

non-positive ones will ensure that students remain engaged during instructional time.
Each quarter, grade-level assemblies are held to review behavioral and academic expectations for students, and school-wide recognition of Honor Roll students is in place each quarter of the school year. Classroom presentations by the Guidance Department also ensure that students understand what it means to be "college and career-ready" and on-track for graduation.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The School-based Team meets regularly to discuss students with barriers to academic and social success, and provides mentors and plans for individual success. The campus offers several clubs and groups that seek to meet the growing interpersonal needs of the young people it serves. The Community Partners assist in building healthy social-emotional skills with students in need, and the Guidance Department has a referral process in place to identify students in need of this support in a timely manner.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The early warning indicators include the following: students with attendance below 90 percent, regardless of whether the absence is excused or a result of out-of-school suspension; students with one or more suspensions, whether in school or out of school; students with course failure in English Language Arts or mathematics; students with a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	44	37	29	23	133
One or more suspensions	109	92	61	49	311
Course failure in ELA or Math	126	101	104	53	384
Level 1 on statewide assessment	207	210	161	87	665

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	172	122	87	46	427

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The school uses, and provides extensive professional development for teachers in the use of the following: Reading Plus, tutorials, System 44 (a reading intervention), individual goal setting for identified students, prompt notification of course progress via Edline, and strategies for closing the

need gaps related to the early warning system (including parent collaboration, parent meetings, phone calls (i.e. ParentLink), and mailings to the home).

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Parents will be involved in targeted curricular meetings to improve student opportunities to graduate and earn scholarships to college.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school has created and regularly meets with several advisory boards dedicated to securing and utilizing resources to support the school and student achievement. They include the Environmental Science Academy Advisory Board (The Gale Friends of the ESA), the Hospitality and Tourism Board, the STEM partners and district advisory board, and the Norton Museum of Art.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Stratos, Mary	Principal
Wilson, Mary	Assistant Principal
Provenzano, John	Assistant Principal
Permenter, Demetrius	Assistant Principal
Mcdonnough, Pamela	Assistant Principal
	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school based RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ELL contact, school psychologist, classroom teacher, reading/math/science coaches, RtI/Inclusion Facilitator, Learning Team Facilitator (LTF), and guidance staff.

Members of the school based RtI Leadership Team work with the School Advisory Council (SAC) to help develop goals and objectives, especially with regard to SWPB supports, suspension reduction strategies, and dropout prevention. Utilization of the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focused attention on deficient areas will be discussed.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.
The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.
Forest Hill Community High School implements a Single School Culture by following a School-wide Positive Behavior Support Program that shares universal guidelines for success with students and parents. Our school's Leadership Team follows the District-supported behavioral matrix, teaches and monitors expected behaviors, and updates action plans at leadership and Learning Team Meetings. Our school instills a respect for and celebration of multicultural diversity through school-wide celebrations and events, structured lessons, our antibullying campaign, and through the implementation of SwPBS programs. Title I funds are used to support the above initiatives by providing reading coaches, student tutorials, in-county travel to conferences supporting the FSA, and materials and supplies to increase reading, writing, and math proficiency. Every Monday, a teacher-led team discusses and plans for the professional development needs of the school, and utilizes surveys, such as ITech, to provide assistance in conquering the digital divide. A new approach to supporting parents involved in our school activities as well as the parents from our feeder middle and elementary schools, the Education Mall has been developed as an outreach during November.
Title I Part A services are provided to ensure students requiring additional remediation are assisted throughout before, during and afterschool programs. Professional development via coaches, parent involvement opportunities, instructional supplies, supplemental resources, and teachers. TFunds are also used to provide stipends and substitutes for teachers to attend professional development workshops. Additional district funds purchased site licenses for Reading Plus and System 44 to remediate and enhance reading lessons.
Title II: District receives supplemental funds for improving basic education programs through the purchase of small equipment(s) to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy, math, and science skills of struggling students.
Title III: Services and resources are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. ELL students are also provided with extensive ACT preparatory session after school throughout the school. District support also includes: area support teams, curriculum support, SIP support, PAR teacher support, Marzano support, ALA, Alternative Certification programs, and AVID support.

Title X-Homeless: District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violent Prevention Program: Our School integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavior Matrix and teaching Expected Behaviors, communicating with parents, and monitoring SwPBS. We update our Action plans during SwPBS Committee meetings. We instill an appreciation of multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS program. The school also offers a non-violence/bullying phone number to report violence at school.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ms. Cartwright	Teacher
Mary Stratos	Principal
Albert Santiago	Teacher
Robert Cochrane	Teacher
Lauren Burk	Teacher
Rosa Moreno	Parent
Elyse Egan	Parent
Diane Lampi	Parent
Lisa Laing	Parent
Marie Gerardo Lacroix	Parent
Sheri McCants-Hubers	Parent
Melissa Buckmaster	Parent
Anna Veguez	Parent
Johnnie Whigham	Business/Community
Garnett Davis	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Each SAC meeting provided agenda time for members to review and discuss the elements of the School Improvement Plan, including budgetary updates and progress monitoring of school-wide performance on district and state assessments.

Development of this school improvement plan

SAC members participate in the development and refinement of the school's three main goals for the school year, including reading writing achievement, Math EOC achievement, and increasing the school's graduation rate. SAC members vote on edits and changes to the budget, goals, priorities, barriers, resources and strategies originally developed with the assistance of SAC members.

Preparation of the school's annual budget and plan

The SAC members discuss the school's Title I budget and plans at each SAC meeting, as agenda time is set aside for this regular business. Teachers have the opportunity to request school improvement funds for the improvement of instruction through the purchase of research-based items, programs, and materials.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Classroom allocations, Family Involvement, and Professional Development, with goals that include school-wide writing ($15,795), post-secondary readiness and CTE opportunities for language-minority students ($39,491), and an increase in the school graduation rate ($278,168).

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Stratos, Mary	Principal
Wilson, Mary	Assistant Principal
Mcdonnough, Pamela	Assistant Principal
Provenzano, John	Assistant Principal
Permenter, Demetrius	Assistant Principal
Yanchura, Ann	Instructional Coach
Verge, Shari	Instructional Coach
	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The team uses data to establish the literacy goals for the school year as well as plan the school-wide professional development opportunities for teachers. The team creates weekly plans of action, and addresses issues and difficulties as they arise. Progress monitoring occurs on a regular basis, and this progress is reviewed and plans are refined weekly to address concerns and build upon strengths as observed by the team.
The administrative team works together with the professional development team to determine school-wide needs and focus, and holds its own administrative literacy meetings to address issues and provide support.
The major initiative of our LLT this school year will be to address the overall school-wide percentage of students meeting high standards (proficiency) in Reading (FSA) as well as improving the performance of our lowest-performing students.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school has been designated a "late-start" educational institution, with time built into the teacher workday for collaborative planning and professional development. In addition to this time, which is from 8:00 to 8:45 a.m. each day, Learning Team Meetings occur throughout the regular instructional day, pursuant to teachers' planning schedules. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. School improvement is monitored and instruction is modified as needed based upon decisions made through this ongoing collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Conduct staff development to build the capacity of all teachers and enhance knowledge of strategies in their subject area to increase teacher confidence as well as achievement. Coaches and Professional Learning Community Administrator will provide on-going staff development throughout the year via learning team meetings (PLCs) and targeted professional development.
2. Implement Professional Learning Communities for teachers to dialogue and collaborate with their colleagues within the learning team structure. Administrators,Coaches,and teachers will work together to facilitate this on-going process.
3. Full implementation of school-wide positive behavior support systems with direction from teacher-led committee. A support cadre of teachers, coaches, and administrators will collaborate to implement SwPBS.
4. Re-alignment of discipline and guidance by grade level instead of alpha, and full articulation with feeder middle schools will help to streamline services and support teachers.
5. The promotion of positive community interaction with representation at local community and neighborhood association meetings.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The instructional programs and materials that the school uses are adopted and supported by the District and are aligned to the Florida Standards and supported by lessons posted in Learning Village, which are also aligned to the Florida Standards. In addition to the regular instructional program supported by the District, the school also provides curricular programs aligned to Advanced Placement and International Baccalaureate standards, which in turn are subsequently aligned with the Florida Standards.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curricula that aligns to these standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses the data provided by the early warning process, which identifies the school's attendance, suspension, and course failure rates as risk factors. A review of this data is part of the RtI process, the planning for tutorial interventions, and the focus of small group instruction as used in the reading rotational model.
The school ensures that every teacher contributes to the literacy improvement of every student by:
*Holding Learning Team Meetings on a regular basis to discuss infusion of the Language Arts Florida Standards (LAFS)
*Convening Literacy Leadership Team Meetings on a weekly basis (every Monday afternoon)
*Administering common assessments which measure instructed standards, including the unit standards assessments (USAs) through the Performance Matters platform, with total alignment with the district's formative assessment schedule.
*Creating a schedule that supports a daily 100-minute reading block for students who need intensive instruction
*Monitoring progress at the class and grade level during Learning Team Meetings and Professional Learning Communities.
*Choosing methods of instruction based upon the needs of students (modeled instruction, guidance practice, inquiry) and incorporating the Marzano best practices that provide the largest instructional gains

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 1,200

Students engage in tutorial activities to help them prepare to pass the Algebra I End-of-Course exam, which is a high school graduation requirement. Credit recovery courses are offered (student re-engagement program), along with a PERT Academy to assist students with meeting their graduation requirements.

Strategy Rationale

Students will perform with increased confidence and competence on standardized assessments when given specific, individualized instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Provenzano, John, john.provenzano@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students work toward acquiring the comprehensive knowledge necessary for the successful completion of the Algebra I End-of-Course Exam.

Strategy: Extended School Day

Minutes added to school year:

Students engage in tutorial activities to help them pass the Reading FCAT as well as the Algebra and Geometry EOCs.

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student sign-in sheets are collected and student data via diagnostic exams is compiled and reviewed to determine the effectiveness of the after-school tutorials.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Graduation meetings happen on a weekly basis (every Friday afternoon) where each cohort is discussed and plans are made for student success, a Freshman Invasion occurs during the summer

for four days of high school prep, and eighth grade students from the feeder middle schools have an opportunity to be a high school student for a day during the first semester of the school year.
All members of the school staff participate in collaborative learning communities that meet both formally and informally on a regular basis (including departmental meetings, professional development provided during faculty meetings, and optional professional development provided by the reading coaches both before and after school).

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students and parents are given the opportunity to meet with guidance counselors to select courses of study in relation to graduation and their career interests as well as engage in multiple curriculum nights for further refining and exploration of career pathways.
College tours, specialized College Days and evening college-related events and workshops are provided to students in order to advance awareness of college and career availability.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Beginning in the ninth grade, the International Baccalaureate program offers a continuum of coursework that prepares students for the diploma program in the upper grades. Courses are threaded together in such a way as to build a foundation of knowledge from year to year, and students are required to explore a personal project topic that helps students create an in-depth, relevant relationship between their studies and their futures after high school.
Students involved in our Digital Design and Pre-Engineering programs have the opportunity to earn industry certifications and are exposed to career opportunities through guest speakers, field trips, and competitions.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The offerings of International Baccalaureate (IB), Advanced Placement (AP), and classes will increase to assist students with college readiness. Students will participate in dual enrollment to assist with college credits for entrance into the community college. PSAT, PERT, and SAT/ACT testing will be encouraged, and scholarships to pay for these tests will be provided based upon availability of funding.
To increase choice options within our school, students have the opportunity to become involved in a career academy as well as pursue an IB diploma. This is known as our IBCP (International Baccalaureate Career Program). New this year is the focus on bolstering the English Language Learner (ELL) opportunities for IB advancement with Ab Initio program, which is specifically designed for learners new to English, with academic rigor providing for English language proficiency.
A program new to our school, Allied Health, has been added to provide addition career education and post-secondary involvement.
Students will have an option of taking an SAT/ACT preparation course as an elective during their Junior or Senior year. Informational sessions will be scheduled by the Guidance Department for students to meet with admissions officers from various college and universities. Students will be encouraged to take courses in subject areas beyond high school graduation requirements to prepare for college when scheduling permits. Also, the ESE coordinator will work with the graduation coach to increase the number of SWD who will graduate with a standard diploma.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

The school has instituted a college preparatory and strategies-focused four-year track of coursework through the AVID program. Students are identified for placement into the course which seeks to support their high school success by making them college and career ready.

Students are also identified for the RtI process through the School-based Team, and counselors conduct grade level assemblies, classroom guidance presentations, and individual counseling sessions with students. Senior Parent Nights, and IB curricular nights offer assistance to both parents and students with college readiness.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If Forest Hill High School provides academic instruction that meets students' needs, and teachers incorporate research-based rigorous strategies and resources into their practice, then the school will meet or exceed an 88% graduation rate and ensure the graduation readiness of all students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If Forest Hill High School provides academic instruction that meets students' needs, and teachers incorporate research-based rigorous strategies and resources into their practice, then the school will meet or exceed an 88% graduation rate and ensure the graduation readiness of all students. 1a

🔍 G069823

Targets Supported 1b

Indicator	Annual Target
	88.0

Resources Available to Support the Goal 2

- Talented personnel.

- Aligned instructional practices to FSA.

- The use of differentiated instruction.

Targeted Barriers to Achieving the Goal 3

- Readiness of teachers to work with students who are academically diverse.

- Appropriate instructional resources.

- The knowledge base of parents and community members.

Plan to Monitor Progress Toward G1. 8

iObservation Data

Person Responsible
Mary Stratos

Schedule
On 6/3/2016

Evidence of Completion
Student assessment data, both formative and summative.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. If Forest Hill High School provides academic instruction that meets students' needs, and teachers incorporate research-based rigorous strategies and resources into their practice, then the school will meet or exceed an 88% graduation rate and ensure the graduation readiness of all students. `1`

🔑 G069823

G1.B1 Readiness of teachers to work with students who are academically diverse. `2`

🔑 B181673

G1.B1.S1 Provide teachers with professional development that is aligned with instructional needs of students and based upon their professional growth plans `4`

🔑 S193280

Strategy Rationale

Action Step 1 `5`

The Reading Coach will use the gradual release model to support teacher professional development.

Person Responsible

Ann Yanchura

Schedule

Daily, from 8/3/2015 to 6/3/2016

Evidence of Completion

Reading coach work log, and instructional lessons

Action Step 2 `5`

The Reading Coach will model literacy strategies for content area teachers.

Person Responsible

Ann Yanchura

Schedule

On 6/3/2016

Evidence of Completion

reading coach work log, lessons

Action Step 3 `5`

Afford opportunities for teachers to attend accelerated/college ready professional development.

Person Responsible

Mary Stratos

Schedule

Quarterly, from 7/6/2015 to 6/23/2016

Evidence of Completion

travel packet, PD to practice

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Student enrollment into higher level coursework

Person Responsible

Mary Stratos

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Student information system data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Monitoring of IObservation data

Person Responsible

Mary Stratos

Schedule

Biweekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

IObservation reports

G1.B2 Appropriate instructional resources. `2`

`B181674`

G1.B2.S1 Align instructional resources to assure student's learning is met `4`

`S193281`

Strategy Rationale

Action Step 1 `5`

building literacy and numeracy knowledge of learners; including extending learning opportunities for students

Person Responsible

Mary Stratos

Schedule

Daily, from 8/10/2015 to 6/3/2016

Evidence of Completion

Lesson plans, classroom observations and walkthroughs, student product, unit plans, formative and summative assessment data; tutorial evidence

Action Step 2 `5`

provide students with access to real world application and industry standard materials/resources

Person Responsible

Mary Stratos

Schedule

On 10/30/2015

Evidence of Completion

purchase orders

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

monitor instructional practices, IObservations; monitor tutorial lesson plans and student evidence; monitor graduation status of students; informal observation of student reading

Person Responsible

Mary Stratos

Schedule

Daily, from 7/6/2015 to 6/3/2016

Evidence of Completion

EDW reports, formative and summative data, Performance Matters and IObservation

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Monitor the effectiveness of instruction

Person Responsible

Mary Stratos

Schedule

Daily, from 7/6/2015 to 6/3/2016

Evidence of Completion

EDW, IObservation, Formative and Summative data

G1.B3 The knowledge base of parents and community members. 2

🔍 B181675

G1.B3.S1 Provide learning opportunities and materials for parents and community members 4

🔍 S193282

Strategy Rationale

Action Step 1 5

Increase communication of school activities and learning for parents

Person Responsible

Mary Stratos

Schedule

Monthly, from 7/6/2015 to 6/3/2016

Evidence of Completion

sign in sheets, training evaluations (exit tickets)

Action Step 2 5

Increase effective communication

Person Responsible

Mary Stratos

Schedule

Quarterly, from 7/6/2015 to 6/3/2016

Evidence of Completion

newsletters, letters, invitations

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The Reading Coach will use the gradual release model to support teacher professional development.	Yanchura, Ann	8/3/2015	Reading coach work log, and instructional lessons	6/3/2016 daily
G1.B2.S1.A1	building literacy and numeracy knowledge of learners; including extending learning opportunities for students	Stratos, Mary	8/10/2015	Lesson plans, classroom observations and walkthroughs, student product, unit plans, formative and summative assessment data; tutorial evidence	6/3/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Increase communication of school activities and learning for parents	Stratos, Mary	7/6/2015	sign in sheets, training evaluations (exit tickets)	6/3/2016 monthly
G1.B1.S1.A2	The Reading Coach will model literacy strategies for content area teachers.	Yanchura, Ann	8/3/2015	reading coach work log, lessons	6/3/2016 one-time
G1.B2.S1.A2	provide students with access to real world application and industry standard materials/resources	Stratos, Mary	7/6/2015	purchase orders	10/30/2015 one-time
G1.B3.S1.A2	Increase effective communication	Stratos, Mary	7/6/2015	newsletters, letters, invitations	6/3/2016 quarterly
G1.B1.S1.A3	Afford opportunities for teachers to attend accelerated/college ready professional development.	Stratos, Mary	7/6/2015	travel packet, PD to practice	6/23/2016 quarterly
G1.MA1	iObservation Data	Stratos, Mary	8/17/2015	Student assessment data, both formative and summative.	6/3/2016 one-time
G1.B1.S1.MA1	Monitoring of IObservation data	Stratos, Mary	8/17/2015	IObservation reports	6/3/2016 biweekly
G1.B1.S1.MA1	Student enrollment into higher level coursework	Stratos, Mary	8/17/2015	Student information system data	6/3/2016 quarterly
G1.B2.S1.MA1	Monitor the effectiveness of instruction	Stratos, Mary	7/6/2015	EDW, IObservation, Formative and Summative data	6/3/2016 daily
G1.B2.S1.MA1	monitor instructional practices, IObservations; monitor tutorial lesson plans and student evidence; monitor graduation status of students; informal observation of student reading	Stratos, Mary	7/6/2015	EDW reports, formative and summative data, Performance Matters and IObservation	6/3/2016 daily

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If Forest Hill High School provides academic instruction that meets students' needs, and teachers incorporate research-based rigorous strategies and resources into their practice, then the school will meet or exceed an 88% graduation rate and ensure the graduation readiness of all students.

G1.B1 Readiness of teachers to work with students who are academically diverse.

G1.B1.S1 Provide teachers with professional development that is aligned with instructional needs of students and based upon their professional growth plans

PD Opportunity 1

The Reading Coach will use the gradual release model to support teacher professional development.

Facilitator

Ann Yanchura

Participants

Core Content teachers

Schedule

Daily, from 8/3/2015 to 6/3/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	**The Reading Coach will use the gradual release model to support teacher professional development.**				**$38,445.40**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	130-Other Certified Instructional Personnel	0581 - Forest Hill Community High Sch	Title I Part A	0.5	$35,945.40
			Notes: Salary and benefits for .5 Reading Coach			
	6400	510-Supplies	0581 - Forest Hill Community High Sch	Title I Part A		$2,500.00
			Notes: Chart paper Note books Professional resource books			
2	G1.B1.S1.A2	**The Reading Coach will model literacy strategies for content area teachers.**				**$2,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	510-Supplies	0581 - Forest Hill Community High Sch	Title I Part A		$2,500.00
			Notes: book study materials			
3	G1.B1.S1.A3	**Afford opportunities for teachers to attend accelerated/college ready professional development.**				**$7,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	330-Travel	0581 - Forest Hill Community High Sch	Title I Part A		$7,000.00
			Notes: Advance Placement and IB training			
			0581 - Forest Hill Community High Sch	Title I Part A		$0.00
			Notes: Consultant Contract for Lou Marchesano			
4	G1.B2.S1.A1	**building literacy and numeracy knowledge of learners; including extending learning opportunities for students**				**$189,879.30**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0581 - Forest Hill Community High Sch		1.0	$65,008.45
			Notes: Salary and benefits for: 1.0 Reading			
			0581 - Forest Hill Community High Sch		0.5	$35,945.40

Budget Data

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			Notes: Salary and benefits for: 0.5 Reading			
	5100	120-Classroom Teachers	0581 - Forest Hill Community High Sch	Title I Part A	1.0	$65,008.45
			Notes: Salary and benefits for: 1 Math			
	5100	750-Other Personal Services	0581 - Forest Hill Community High Sch	Title I Part A		$1,300.00
			Notes: Subsitutes for classroom teachers			
	5100		0581 - Forest Hill Community High Sch	Title I Part A		$22,617.00
			Notes: Part-time in-system for tutorial programs to extend learning opportunities for students.			
5	**G1.B2.S1.A2**	**provide students with access to real world application and industry standard materials/resources**				**$144,827.98**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	0581 - Forest Hill Community High Sch	Title I Part A		$65,363.68
			Notes: classroom libraries (20,000) Science biology materials, Nursing Academy Materials, Dissection specimens, Lab Materials and Resources. (15,000) Classroom materials (137,87)- calculators, Supplies Computer Tables and Chairs (-10,000 Transfered to 641)			
	5100	644-Computer Hardware Non-Capitalized	0581 - Forest Hill Community High Sch	Title I Part A		$30,000.00
			Notes: Tablets, iPads, Desktop Computers, and printers for classroom use. ZSpace 3D virtual system, providing virtual, hands-on learning to students in both the career-related program areas and the core subject areas of instruction (possibly a lab of 12, depending upon the price reduction).			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0581 - Forest Hill Community High Sch	Title I Part A		$27,062.30
			Notes: Flipped classroom Model, Supplies and resources (bookcases, computer tables, chairs) {Budget Transfer from Classroom Supplies into 5150 564220}			
	5100	641-Furniture, Fixtures and Equipment Capitalized	0581 - Forest Hill Community High Sch	Title I Part A		$22,402.00
			Notes: Interactive Projectors 595wi			
6	**G1.B3.S1.A1**	**Increase communication of school activities and learning for parents**				**$11,499.80**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150	150-Aides	0581 - Forest Hill Community High Sch	Title I Part A	1.0	$4,000.00
			Notes: Salary and Benefits for Community Liaison			
	6150	100-Salaries	0581 - Forest Hill Community High Sch	Title I Part A		$2,499.80
			Notes: Part time in system			

Budget Data

	6150	510-Supplies	0581 - Forest Hill Community High Sch	Title I Part A		$5,000.00
		Notes: Parenting books; training materials, notebooks, refreshments (food such as pizza, drinks, and the supplies necessary to serve such: cups, plates, napkins, etc., if not donated at the time of service).				
7	**G1.B3.S1.A2**	**Increase effective communication**				**$7,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150	370-Communications	0581 - Forest Hill Community High Sch	Title I Part A		$7,000.00
		Notes: postage, mailings				
					Total:	**$401,152.48**