Marion County Public Schools

Forest High School

2016-17 Schoolwide Improvement Plan

Forest High School

5000 SE MARICAMP RD, Ocala, FL 34480

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	48%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	A*	B	A

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 Marion County School Board on 1/24/2017.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Forest High School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

"The Forest High School Community is committed to providing the skills and education necessary for students to reach their full potential."

b. Provide the school's vision statement.

The Forest High School educational environment encourages school-to-career skill development and post-secondary education by providing a wide variety of core and elective courses, as well as sports and activities.

Forest High School provides a safe learning environment in which students can be successful as individuals, as members of a team, and within the community.

Forest High School fosters open communication between the school and home, and encourages family involvement.

Forest High School teachers are provided staff development opportunities to master technologies and instructional strategies that improve student performance.

Forest High School promotes an equal opportunity learning environment and encourages all students to respect the cultural diversity of others.

Forest High School provides motivation and encouragement to students to help them achieve their goals.

2. School Environment

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

FHS has 31 clubs and 25 athletic teams with over 1600 students involved in one or more club or sport. Coaches and club sponsors get to know students on an individual basis and build relationships with these students. Additionally, all teachers have a CAT (Comprehensive Academic Time) Period that they meet with every day for the entire year. This allows for a consistent adult influence in each of their lives for the entire year. Through these opportunities, relationships are built, and students' cultures are embraced.

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

morning, Forest High School students rest assured in knowing that Forest High School will be open and allow students on campus before school starts in order to ensure their safety. During school hours, the faculty, along with the Guidance and Discipline offices, work to identify and address issues that threaten student respect and safety. There are many ways threats to student safety and respect are addressed at Forest High School. For example, the faculty reports these student issues to either School Counselors or Student Services Managers. They, in turn, conduct inquiries to resolve the matter, often interviewing parties involved and determining the validity of the threat. Threats that are "substantiated" are given disciplinary action ranging from "no contact" orders to more severe

punishments that may include out of school suspension. The parents/guardians are contacted by telephone and by mail. After school activities are supervised by Forest personnel including administrative staff.

c. 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 behavioral system at Forest High School is based on several components like school-wide expectations (The Wildcat Way) and the Multi-Tiered System of Support (MTSS). The Wildcat Way was established to become the tenet of what is expected out of every student at Forest High School. "Be on time, Be respectful, and Be prepared" became the principle seven years ago for guiding student behavioral expectations. Along with the expectation, rules by setting were created to allow students to learn how the Wildcat Way applied to different settings like hallway behavior during transitions, the cafeteria, the library, and the classroom.

d. 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.

Forest High School provides for the social-emotional needs of students through many means. At the base of operations lies the Guidance Office, which is available to serve student social-emotional needs at a moment's notice or with scheduled appointments, depending on the severity of the case at hand. The Guidance Office also educates the faculty and students on recognizing possible signs and response to students in distress. For more specialized needs, the Guidance Office relies on assistance from other MCPS resources such as the School Social Worker (SSW) and School Psychologist. The SSW will perform home visits to assist in the assessment of student welfare, and provide basic pressing needs like alarm clocks and school supplies to ensure student success. School Psychologists enter at a more surgical level providing one-on-one counseling services for student social-emotional needs in the event of a school or community related tragedy.

3. 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).

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

Early Warning System
Name = Unify
Records student absences, monitors behavior (disciplinary) infractions (event & action), core course failures (if applicable), historical course failures, monitors student mobility within the system (i.e. migrant or homeless student), and grade retention. State mandated testing score information is also available.

Information in Early Warning System is used as a Tier 2 component in MTSS (Multi-Tiered System of Support). Every quarter "at-risk" students are identified by a combination of 1-3 items (course failure, attendance and/or disciplinary data).

School Counselors, student's common teachers, Student Services Managers, and other Administrators meet to problem solve student failures. Information made available by Unify is often shared to find causes for behavior that will ultimately affect change.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	85	49	60	65	259
One or more suspensions	0	0	0	0	0	0	0	0	0	108	79	69	66	322
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	67	93	94	72	326
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	218	0	0	0	218

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

Strategies include:

1. The MTSS "Synergy Team" (comprised of Assistant Principals, Student Services Managers, School Counselors, Behavior Specialists, Professional Development Specialist, School Psychologist, and School Social Worker) meets every quarter to discuss student course failures, plans to improve, and fidelity checks.
2. School Counselors meet with common teachers of students with 3+ course failures to problem solve.
3. At every interim, CAT (Comprehensive Academic Time) teachers are notified of students with course failures so that they may problem solve at the local/class level.
4. Automated attendance calls (for students with absences) made daily.
5. Weekly meetings with School Social Worker (SSW) addressing attendance/truancy, CST (Child-Study Teams) meetings as needed, TIPP (Truancy Intervention and Prevention Program) referrals, and Truancy Court referrals.
6. Grade level support facilitation for ESE students.
7. CAT Period (extra instruction/problem solving, test make ups, etc.).
8. NHS (National Honor Society) tutoring.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

An estimated 60% of parents attend at least one after school activity at school. This includes Open House, Open Campus, Parent Meetings, Parents Night, and athletic events.
Our yearly "Open House" always draws 75% participation on the part of the parents.
A monthly newsletter is posted on-line as well as paper copies are made available. This highlights important activities and meetings of the Forest High School Community.
Monthly SAC (School Advisory Council) meetings are held to keep the parents abreast of successes and challenges at Forest High School.
The "Family Access" portal is available and encouraged at Forest. This allows parents to monitor their students academic performance online. A quarterly progress report is prepared by all teachers for the parents also.
We would like all parents to be involved with their students by actively using the "Family Access".

2. 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.

Our partnerships are mutually supportive arrangements between businesses and Forest High School, in which the partners and the school commit to specific goals and activities, intended to enhance educational opportunities to benefit students and/or teachers. We currently have one "official" business partner, Zaxby's and our EMIT program partners with Duke Energy. We seek and receive support from various agencies and members of our community for specific tasks, such as the FIRST Robotics competition--on an as needed basis. We also get support from businesses to support our athletic teams, for which we prominently display their poster/logo at our field and gym. The Athletic Director and EMIT Director spend a great deal of time meeting with these businesses to ensure they are mutually beneficial.

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Carson, Brent	Principal
Hisey, Allan	Assistant Principal
McCleery, Jessica	Dean
Moody, Tracy	School Counselor
Swords, Phyllis	Teacher, ESE
Forbes, David	Dean
Powell, Steven	Dean
Leach-Cotton, Jennifer	Assistant Principal

b. Duties

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

Brent Carson- Principal
Brian Greene- Assistant Principal of Curriculum
Allan Hisey- Assistant Principal of Instruction / MTSS
Jennifer Leach-Cotton- Assistant Principal of Discipline

Traci Moody- School Counselor
David Forbes- Student Services Manager
Steven Powell- Student Services Manager
Phyllis Swords- Inclusion Teacher
Jessica McCleery- Coordinator 1/Student Services Manager

School Administration provides a common vision for understanding data-based decision-making, ensures that the school-based team is implementing appropriate RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

School Counselors participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities.

Student Services Managers participate in collection, interpretation, and analysis of data, facilitate development of intervention plans, provide support for intervention fidelity and documentation, and provide professional development and technical assistance for problem-solving activities.

Select General Education Teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with PST team to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

ESE Teachers participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as lesson planning and co-teaching.

Professional Development Specialists (PDS) provide guidance on the K-12 reading plan; assist in data analysis; provide professional development and technical assistance to teachers regarding data-based instructional planning for reading teachers and CAR-PD trained teachers.

Social Workers and Social Worker Assistants provide interventions for students. They work with child-serving community agencies to support the student's academic, emotional, behavioral, and social success.

2. 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.

Data and information sharing meetings are bi-weekly or as needed. Discipline data is compiled by the Student Services Managers. Academic data is compiled as needed by the Assistant Principal of Instruction as well as School Counselors. MTSS data is shared with the leadership team at weekly or as needed meetings.

Migrant Program – Title I, Part A funds are used to pay for a Program Specialist who monitors the Migrant Program. Title I, Part A funds are also used to pay for 3 Migrant Home Liaisons. The liaisons work with both parents and students on developing the skills needed to be successful at parenting and improving student attendance, academic achievement, graduation rates, promotions as well as student engagement. The Migrant Liaisons work with schools and families to identify students and provide need referrals for families. Title I, Part C funds are also used to purchase school supplies,

limited technology and to provide outreach to "Out-of-School" migrant school-age youth. Families must meet federal eligibility requirements to participate in the program.

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for educational materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals….) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to, modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement. Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Marion County Sheriffs Department School Resource Officer is on campus.

Other agencies that you may be collaborating with for various programs:
Marion County Children's Alliance

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Brent Carson	Principal
Lauren DeIorio	Parent
Steven Powell	Teacher
Nancy Gallery	Parent
April Adolf	Parent
Donna Cress	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

Data in reference to the previous school year is shared and discussed at the first SAC (School Advisory Council) meeting of the school year. Categories that met goals as well as those that may have not reached targets are explained and input is solicited from the SAC committee.

Suggestions and improvements are forwarded and used in the development of this year's School Improvement Plan (SIP).

b. Development of this school improvement plan

SAC members are included in the development of this plan through their consistent input. Information and data are shared at regular meetings. The SAC committee aids in the development of parental involvement goals and activities providing input regarding school improvement recommendations. The SAC committee reviews the SIP prior to submission.

SIP data and information is presented to the SAC Committee at their regular monthly meetings. Input is solicited at these meetings to develop goals for the following year.

c. Preparation of the school's annual budget and plan

The SAC committee determines the spending of all SAC funds and school improvement dollars. With the guidance and input of the administration. The funds are allocated to fund projects that the SAC committee approves.

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

School Improvement funds are used with SAC approval for needed materials or equipment, as well as to provide funding for teacher training.

The SAC mini-grants provide up to $500 to individual teachers for a total of up to $5000.

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

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

To be verified before final submission.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Dobbins, Barbara	Teacher, K-12
Yancey, Jed	Teacher, K-12
Williams, Rhonda	Teacher, K-12
Pohlers, Jennifer	Instructional Media
Scott, Merideth	Instructional Coach
Carson, Brent	Principal
Hisey, Allan	Assistant Principal
Maldonado-Garcia, Annette	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT meets regularly to discuss current data, reading issues, teacher training and meetings with our reading teams, etc. Content teachers are supported and encouraged to pursue CAR-PD certification so that appropriate strategies will benefit all students rather than just Intensive Reading students. The Testing Coordinator and Assistant Principals are present and train the rest of the administrative staff on current data and reading resources so they can meet with the respective departments and offer support to the teachers. The Professional Development Specialist (PDS) plans "Reading Data Planning Days" with the Reading teachers to go over individual student data and grouping so that the teachers can differentiate and individualize instruction in their class and support their team teachers in monitoring these reading students in the content classes.

The Media Specialist promotes literacy though numerous activities including "Book Club", "Battle of the Books", and "Book Fair", several times during the school year. These activities are promoted to all students.

D. 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).

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

Department/collaborative meetings are held monthly including early release days. Teachers are encouraged to plan and share best practices during this time.

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

1. Teachers seeking employment apply on-line to the Marion County Public School Personnel Office. The Personnel Office posts available positions. The teachers apply for the positions in which they have an interest and qualifications. Then, the school level principal selects a group of highly qualified persons to interview. The principal, Mr. Carson is responsible for this process.

2. The interview process includes the Principal and Assistant Principal. A representative from the department may also be added as deemed appropriate. The Principal and Assistant Principal are responsible for this process.

3. In an effort to retain highly qualified teachers, selected new and beginning teachers are paired with an experienced staff member. The Principal and Staff members are responsible for the success of this aspect at Forest High School.

4. Implementation of the MCIES teacher evaluation. All administrators and evaluators are responsible for this process.

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

New Teachers to Forest High School are introduced and assigned a teacher mentor. These teachers attend faculty meetings and department meetings and the partnered teacher is the "GO TO" person for the new teacher.

Teachers that are new to education, first year teachers, or new to Florida are assigned a peer teacher to assist them in adjusting to the profession.
These teachers;
-Attend district and school trainings together
-Work together to plan for instructions
-Attend faculty meetings together

Teachers that are leaders in the department are asked to mentor new teachers. Mr. Greene coordinates the new teachers to assure that any required professional development program is completed for certification of the new teacher.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

FHS uses the district provided curriculum maps, assessments, and instructional material resources in each of the courses offered. These resources are vetted by district and school professionals to ensure compliance with and rigorous attention to standards-based instruction.

b. Instructional Strategies

1. 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.

Student Florida Standards Assessment (FSA) data, grade histories, progress monitoring data, and teacher formative assessment data is used to determine student placement in the appropriate courses. Once proper placement is provided, curriculum is differentiated based on student needs within each course. Additionally, teachers look at their individual student data as provided by Unify to guide instruction and determine best practices to meet student needs. READ180 and Reading Plus are differentiated programs used within the Intensive Reading courses to individualize instruction based on student need. Teachers use large and small group instruction, cooperative learning, peer tutoring, and other research-based strategies to meet the needs of struggling students.

2. 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:** Extended School Day |
| **Minutes added to school year:** 2,400 |

Tutoring is offered in the library on Tuesdays and Thursdays beginning September 14 and continues until the last week of school.

Strategy Rationale

Students receive extra time dedicated to academic tasks and learning opportunities.

Strategy Purpose(s)

- Enrichment

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

Teacher and National Honor Society keep sign-in lists of students attending sessions.

2. Student Transition and Readiness

a. 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).

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

FHS Administrators go to each of the feeder middle schools to meet with 8th graders zoned to attend FHS the following school year. We meet with these students again in April at the "8th Grade Parent Night", where we share graduation requirements, "Bright Futures" requirements, extra-curricular activities and sports offered at FHS. Club sponsors and coaches are available at this meeting to answer parent and incoming student questions. In August, we have "Open Campus" before school starts so that new incoming freshmen can pick up their tentative schedule and a map of the campus. This helps new students find their classrooms before they have to be there on the first day. The first week of school, we begin our class meetings to make sure students are prepared for success from the start of school. We also have an "Open House" in September for parents to meet teachers and learn their students schedule.

For our seniors, we have three evenings each year to help students with financial aid, to include "Bright Futures." We have "Dual Enrollment" seminars to help students plan for college. We have recruiter visits so our students can learn about career options with the Armed Forces. We have an extensive On-the-Job Training (OJT) program with several hundred students involved in OJT. Additionally, we offer 13 Industry Certification programs at FHS.

b. College and Career Readiness

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

To insure students' course of study is personally meaningful, Forest High School and the School Counselors use a systematic consultative approach to provide career relevant information. Within this process, School Counselors use individual and group meetings to evaluate and discuss students' course of study. The students individual interests, test scores, and overall academic profile and career information are addressed and taken into consideration. A parent night is provided to answer

questions for incoming 9th grade students and their parents.

The Assistant Principal of Curriculum visits each middle school to discuss course selections with all 8th grade feeder schools. This exposes the students to the course directory and begins the class selection process.

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

Forest High School has 12 applied programs ranging from Health Assisting and Drafting to Criminal Justice, Culinary Arts and Junior ROTC. Through such programs we are able to offer students of all ability levels the opportunity to explore various career paths, according to their interests. These programs enable teachers to show students how the topics they are covering in their core subjects apply to their future career choices. Each Career & Technical Education (i.e., applied) program consists of at least four courses, allowing students to follow a chosen career path for up to four years, to deepen their understanding and skills in that area. Students who have participated in one program for at least three years will have the opportunity to sit for an industry certification exam in the area of their studies. (For example, Drafting students will take the AutoDesk Certified Associate (AutoCAD) exam.)

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

An analysis of the High School Feedback Report for 2013 graduates shows that FHS graduates perform very well at the post-secondary level as compared to the state percentages. This report is available for to stakeholders. We will continue to prepare our students for post-secondary opportunities by continuing to offer a variety of AP (Advanced Placement coursework) and dual enrollment course options, increasing those offerings when appropriate. According to the 2013 School accountability report trend data, AP enrollment has steadily increased in the last three years of the report. We know that this trend has continued based on the large increase in enrollment in AP courses last year as well as the 2012-2013 and 2013-2014 school year. In 2016-17, we will continue to focus on increasing our student participation in these acceleration opportunities, especially in the area of dual enrollment in the Career & Technical area, for which qualifications are less stringent, allowing a greater number of students to participate. Dual Enrollment in English (ENC 1101 and ENC 1102) enrollment increased significantly. In an effort to increase Post-secondary Readiness Test (PERT) participation, all juniors are scheduled to take the PERT in our Career Center during the school day. In addition, seniors who were identified as needing math remediation (at the college level) enrolled in the Math for College Readiness course.

When looking at trend data in this report, we see a consistent effort to increase the school scoring data as compared to the state averages. Many categories increased, especially over the numbers from four years prior in the 2011 report. Trends are upward, as well as our efforts to improve in the categories listed.

4. 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.

An analysis of the High School Feedback Report for 2013 graduates shows that Forest students do relatively well at post-secondary schools as compared to District and State percentages. This report is available to all stakeholders. Forest will continue to prepare students for post-secondary opportunities by continuing to offer a variety of AP and Dual Enrollment course options and increasing those offerings when appropriate. According to the 2013 School accountability report trend data, AP enrollment has steadily increased the past three years of the report. We know that it increased during the 2013-2014 school year also. During 2016-17 school year, we will continue to focus on increasing

our student participation in acceleration opportunities. Dual Enrollment classes are now offered on campus and more students are taking advantage of these classes. Career & Technical acceleration is also being emphasized. In an effort to increase Post-secondary Readiness Test (PERT) participation, all juniors are scheduled to take the PERT in our Career center during the school day. Students that are seniors who are identified as needing math remediation (at the college level) are enrolled in Math For College Readiness course.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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.   Increase learning gains for the bottom quartile of the student population.

Strategic Goals Detail

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

G1. Increase learning gains for the bottom quartile of the student population. 1a

🔑 G087362

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	69.0

Targeted Barriers to Achieving the Goal 3

- Attendance

- Discipline

- Historical course failure

Resources Available to Help Reduce or Eliminate the Barriers 2

- Support facilitation

- MTSS; bi-weekly PST (problem-solving team) meetings

- CAT Period

- Student Services Managers

- School Counselors

Plan to Monitor Progress Toward G1. 8

Grade reports every 4 1/2 weeks, teacher feedback will be collected.

Person Responsible
Tracy Moody

Schedule
Quarterly, from 8/10/2016 to 5/25/2017

Evidence of Completion
Grade reports every 4 1/2 weeks, teacher feedback will be collected.

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. Increase learning gains for the bottom quartile of the student population. 1

🔑 G087362

G1.B1 Attendance 2

🔑 B232166

G1.B1.S1 IF student attendance is monitored on a weekly basis by the Assistant Principal of Discipline (APD), 4

🔑 S245021

Strategy Rationale

then student learning gains will be increased with future actions and problem-solving being determined and enacted with the aid of the School Social Worker .

Action Step 1 5

APD will review weekly attendance reports for anomalies in student attendance.

Person Responsible

Jennifer Leach-Cotton

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Skyward attendance reports, Child-study Team (CST) meetings, social work referrals, Truancy Intervention and Prevention Program (TIPP) letters, truancy court, problem-solving (PST) meetings.

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

Weekly meetings with School Social Worker to discuss attendance anomalies and plans of action

Person Responsible

Jennifer Leach-Cotton

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Weekly attendance reports will show a decrease/increase in student attendance rates; results of School Social Work referrals.

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

Quarterly attendance reports will determine if attendance rate is being positively affected.

Person Responsible

Allan Hisey

Schedule

Quarterly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Attendance rates will show decrease/increase.

G1.B2 Discipline 2

🔑 B232167

G1.B2.S1 If ODR's (Office Disciplinary Referrals) are monitored by APD and Student Services Managers, 4

🔑 S245022

Strategy Rationale

then Student learning gains will increase by problem-solving disciplinary anomalies at bi-weekly PST meetings.

Action Step 1 5

ODR's will be monitored to determine if bottom quartile students are being referred to Student Management Office

Person Responsible

Jennifer Leach-Cotton

Schedule

Biweekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

ODR's will show offense(s) and frequency to which students are being referred to Student Management Office.

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

PST meetings will be held to discuss and problem-solve for students.

Person Responsible

Schedule

Biweekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

At PST meetings, minutes will be recorded, action plans will be made and tied to a team member for fidelity.

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

Every 2 weeks, PST meetings are held and fidelity checks will be made on earlier plans of action.

Person Responsible

Jennifer Leach-Cotton

Schedule

Biweekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Minutes from proceeding meetings will determine if action plans were implemented, by whom, and to what result.

G1.B3 Historical course failure `2`

🔑 B232168

G1.B3.S1 If the Synergy Team monitors course failures every 4 1/2 weeks, `4`

🔑 S245023

Strategy Rationale

then the grade level School Counselors may schedule intervention meetings with teachers to increase learning gains for students.

Action Step 1 `5`

Collect, analyze, and share course failure data

Person Responsible

Allan Hisey

Schedule

Quarterly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Grade level meetings will be held with common teachers to determine issue(s) to assist in decreasing student course failures.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Course failure data will be used to target students at grade level meetings for Tier 2 interventions.

Person Responsible

Tracy Moody

Schedule

Quarterly, from 8/10/2016 to 5/25/2017

Evidence of Completion

At the grade level meetings, interventions will be put in place, and progress monitored by Guidance Counselor.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Guidance Counselor will monitor students and decide on appropriate intervention afterward.

Person Responsible

Schedule

Quarterly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Teacher feedback and grade reports will be collected to determine action plan fidelity and effectiveness check.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔍 M329927	Grade reports every 4 1/2 weeks, teacher feedback will be collected.	Moody, Tracy	8/10/2016	Grade reports every 4 1/2 weeks, teacher feedback will be collected.	5/25/2017 quarterly
G1.B1.S1.MA1 🔍 M329921	Quarterly attendance reports will determine if attendance rate is being positively affected.	Hisey, Allan	8/10/2016	Attendance rates will show decrease/ increase.	5/25/2017 quarterly
G1.B1.S1.MA1 🔍 M329922	Weekly meetings with School Social Worker to discuss attendance anomalies and plans of action	Leach-Cotton, Jennifer	8/10/2016	Weekly attendance reports will show a decrease/increase in student attendance rates; results of School Social Work referrals.	5/25/2017 weekly
G1.B1.S1.A1 🔍 A317225	APD will review weekly attendance reports for anomalies in student attendance.	Leach-Cotton, Jennifer	8/10/2016	Skyward attendance reports, Child-study Team (CST) meetings, social work referrals, Truancy Intervention and Prevention Program (TIPP) letters, truancy court, problem-solving (PST) meetings.	5/25/2017 weekly
G1.B2.S1.MA1 🔍 M329923	Every 2 weeks, PST meetings are held and fidelity checks will be made on earlier plans of action.	Leach-Cotton, Jennifer	8/10/2016	Minutes from proceeding meetings will determine if action plans were implemented, by whom, and to what result.	5/25/2017 biweekly
G1.B2.S1.MA1 🔍 M329924	PST meetings will be held to discuss and problem-solve for students.		8/10/2016	At PST meetings, minutes will be recorded, action plans will be made and tied to a team member for fidelity.	5/25/2017 biweekly
G1.B2.S1.A1 🔍 A317226	ODR's will be monitored to determine if bottom quartile students are being referred to Student...	Leach-Cotton, Jennifer	8/10/2016	ODR's will show offense(s) and frequency to which students are being referred to Student Management Office.	5/25/2017 biweekly
G1.B3.S1.MA1 🔍 M329925	Guidance Counselor will monitor students and decide on appropriate intervention afterward.		8/10/2016	Teacher feedback and grade reports will be collected to determine action plan fidelity and effectiveness check.	5/25/2017 quarterly
G1.B3.S1.MA1 🔍 M329926	Course failure data will be used to target students at grade level meetings for Tier 2...	Moody, Tracy	8/10/2016	At the grade level meetings, interventions will be put in place, and progress monitored by Guidance Counselor.	5/25/2017 quarterly
G1.B3.S1.A1 🔍 A317227	Collect, analyze, and share course failure data	Hisey, Allan	8/10/2016	Grade level meetings will be held with common teachers to determine issue(s) to assist in decreasing student course failures.	5/25/2017 quarterly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	APD will review weekly attendance reports for anomalies in student attendance.	$0.00
2	G1.B2.S1.A1	ODR's will be monitored to determine if bottom quartile students are being referred to Student Management Office	$0.00
3	G1.B3.S1.A1	Collect, analyze, and share course failure data	$0.00
		Total:	$0.00