

Forest Hill Community High School

6901 PARKER AVE, West Palm Beach, FL 33405

<https://fhhs.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2016-17 Title I School</p> <p>Yes</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>88%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>88%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

**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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	34
Appendix 2: Professional Development and Technical Assistance Outlines	36
Professional Development Opportunities	36
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	0

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Forest Hill Community High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision 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.

2. School Environment

a. 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.

- School surveys provide staff with opportunities for staff to learn how their involvement and interaction with parents and students are viewed by the community.
- Pre-school training offering staff to engage in techniques that foster non-judgmental conversation with students that invite positive relationship between teachers and students.
- Dual language PLC's where teachers are able to create and learn strategies to help students acclimate ELL students to their own classes.
- School Wide Positive Behavior Support Team monthly "Falcon Table Talks" that discuss "Common Beliefs" and stereotypes that have an impact on the treatment & communication with students.
- Members of Student Government Association regularly attend SAC meetings to provide input on school-wide based decisions and activities.
- Positive "Social Media" shout-outs to highlight student, staff, and community accomplishments
- Via the "Take Stock in Children" program, select students are partnered with a FHCHS staff or community member for weekly mentor meetings
- Via the "Adopt an AVID Freshman" program, senior AVID students and staff members take in a freshman under their 'Falcon wing' and provide guidance and mentorship by meetings to discuss student grades, academic progress, and growth toward Advanced Placement and/or vocational classes
- Through our athletic department, semester "Falcon Games", and faculty vs. student activities have created a sense of school pride and deepened relationships amongst staff, students, and community, alike

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

Forest Hill Community High School (FHCS) has created an environment in which students feel safe and respected before, during, and after school. This philosophy has been created by staff members having high expectations for all students.

With strong supervision in place, such as allocated grade-level deans that are visible throughout campus it helps to contribute to the overall safety of our campus. Additionally, all teachers are expected to greet all of their students at their doors upon each hall exchange to help support our school-wide supervision.

Furthermore, the FHCHS offers a DATA (Drug and Alcohol Treatment) counselor onsite who regularly assess the need for students to alternatives to suspension due to alcohol, tobacco and other drugs. If a student should be involved with such, the DATA counselor provides students with research-based practices and skills needed to replace high-risk behaviors with healthier life choices.

Moreover, assistant principals visit all students via English classes at the start of each semester. At each visit, AP's discuss behavior expectations, academic achievement, and/or remediation as needed.

Likewise, FHCHS SGA students have created "Friendly Falcons" that interact with our students with disabilities on a weekly basis. This partnership lends itself the opportunity to create a culture on FHCHS campus that promotes a true sense of acceptance where everyone can participate in age-appropriate activities.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

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.

- Single school culture practices of the "10/10" rule which stipulates that, unless deemed an emergency, students are not to use the pass for the first 10 minutes of class nor the last 10 minutes of class
- AVID "Prime Time" strategy- students take a "half time" break in the middle of their first period class to 'WICOR', such as reflect on their learning through writing, organizing their binder or folder(s), reading, or collaborate with another partner to help interpret or analyze new information that was just discussed or taught, and/or finally, provide inquiry by creating higher-order questions in their notes.
- Teachers engage in classroom management training strategies in their PLC's and through SWPB
- Quarterly, home-room teachers visit/revisit our SOAR expectations with students, for student behavior. S-safety, O- ownership, A- attitude, R- respect. These expectations are also posted in all classrooms.
- Students who are recognized by their teachers for positive behavior or improvement of behavior recommend students to Administration for recognition. Students may receive front of the lunch line passes, Social Media shout-outs, and or positive phone calls home.

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.

- The TRIO program has provided a counselor who has partnered with FHCHS to provide mentorship opportunities for students at FHCHS.
- Via “Adopt an AVID Freshman Program” senior AVID students and staff members take in a freshman under their Falcon wing and provide guidance and mentorship
- The “Take Stock in Children” program selects students for mentorship for weekly mentor meetings
- FHCHS SGA students have created a “Friendly Falcon” program that interacts, specifically, with our students with disabilities on a weekly basis
- “Latinos in Action” is a course provided at FHCHS that helps to empower Latino youth to lead and strengthen their communities through college and career readiness
- The “Community Partners” program assists in building healthy social-emotional skills with students in need of such services. They may be referred by a teacher, staff member, administrator, or parent.
- FHCHS Guidance Department also works closely with students to help provide social, emotional support. Additionally the SBT process is in place for special referrals for students who may need a school-based team for further assistance; this can be academic support, in the form of behavioral contracts, attendance contracts and the like
- A system that has been put into place is our Google form that is completed by our ISS facilitator. This form helps with student “check in” to ISS and all Administrators and grade-appropriate guidance counselors have access to this form. Students who are referred to ISS will be reviewed on a daily, and this is a way students can be monitored for frequent visits to ISS. At this time, counselors, and administrators, alike, can provide counseling, mentoring, and/or other pupil services as needed. The ultimate goal is to help students become more and more self-regulating and true advocates for themselves through this process of mentoring, counseling, and of course, modeling.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 suspension(s), whether in school or out of school
- Students with course failure in English Language Arts or mathematics
- Students with a Level 1 or 2 score on the statewide, standardized assessments in English Language Arts or mathematics
- Students who are referred to ISS habitually
- Students who earn more than 3 unexcused tardies for a marking period
- Repeat students (IE: fail a grade level /course)

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	28	58	54	36	176
One or more suspensions	0	0	0	0	0	0	0	0	0	86	75	85	53	299
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	182	191	184	153	710
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	329	386	374	148	1237

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	168	198	174	96	636

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

- Reading Plus & Systems 44 for students reading below grade level expectation
- Individual goal setting for identified students- this is completed with grade appropriate guidance counselors, administrators, and team teachers
- Notification of student embedded assessments via EDLINE (IE: USA, FSQ scores etc.)
- Parent University Meetings- these are held monthly, by identified grade level or group (IE: ELL parent night, 9th grade parent night, Accelerated Course night)
- Falcon Newsletter- this is posted monthly via EDLINE and goes out to parents in the mail, and/or can be picked up in all of the main offices
- Super Saturday Tutoring for students who need extra support on their SAT/ACT and FSA tutoring
- Weekly after school tutoring in the Media Center
- School Based Team referrals
- Home visits completed by our community liaison on our campus
- AVID will host "Take your Parent to College" days/evenings where we will take a bus-load of students to visit a college, and parents will go on the trip so they can also learn more about specific college(s) with their student.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/452327>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

The school has created and regularly meets with several advisory boards dedicated to securing and utilizing resources to support the school and student achievement, which 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.

Additionally, for the FY 17-18 school year, the school will continue to build community partnerships and Parent Involvement by:

- Random Acts of Reading: where teachers invite staff and community members to come in to their classrooms to read a passage out of their favorite book. This will help engage students into possible new books to read as well will promote a community partnership to help improve literacy at FHCHS.
- Literacy Night: a night to invite parents to FHCHS to promote literacy and teach parents about effective reading strategies that they can use at home with their readers. Additionally, parents will have the opportunity further understand the reading requirements for graduation.
- Take Stock Non Profit- this organization partners with select students at FHCHS to guide and mentor through high school and beginning years of college.
- ACE Mentor-this non-profit organization partners with local businesses and FHCHS engineering students. They complete projects throughout the year with a field professional. Students have the opportunity to visit construction sites throughout the community.
- Key Club- students at FHCHS partner with the local Kiwanis Club to complete community service projects.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Stratos, Mary	Principal
Killeen, Mary	Assistant Principal
Provenzano, John	Assistant Principal
Permenter, Demetrius	Assistant Principal
Mcdonnough, Pamela	Assistant Principal
Burk, Lauren	Teacher, K-12
Verge, Shari	Instructional Coach
Proby, Tammatha	School Counselor
Skowron, Marlaina	Teacher, K-12
Gregory, Jillian	Teacher, K-12
Stell, Jameson	Teacher, K-12
Beaulieu, Carol	Teacher, ESE
Tolbert, Alyssa	School Counselor
Budd, Hannah	Instructional Media
Kotouch, Ronald	Dean
Vargas, Daliza	School Counselor
Santiago, Albert	Dean
Kokotoff, Alexa	Other
Saarela-Vening, Saara	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.

The school based Leadership Team is comprised of the following members:

- Principal
- Assistant Principals
- ESE Coordinator
- ELL contacts
- Classroom Teachers (AVID, Spanish, IB, Social Studies, Sciences, Latins in Action)
- AVID Coordinator & Site Team Members
- Deans
- Reading Coach
- Magnet Coordinator
- Media Instructional Specialist
- Athletic Director

Members of the school based Leadership Team work with the School Advisory Council (SAC) to help develop goals and objectives, especially with regard to the following:

- SWPB supports
- Suspension reduction strategies
- Dropout prevention
- Parent University Training

Utilization of the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focused attention on our goals for 2017-18 will be our target goals.

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.

The school-based Leadership Team will meet regularly to review diagnostic data, as well as progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective, standards-based learning environments. Additionally, these professional development opportunities will provide our teachers with increased training to develop their instructional leadership skills, and this will allow them to help increase teacher capacity for all courses, including accelerated courses, vocational and academies as well as core classes. The school-based Leadership Team will meet every Monday, during 7th period to discuss progress of professional development opportunities, effectiveness of the training provided to teachers, as well as student diagnostic data to help determine how to move forward with further professional development as well as Professional Learning Communities (PLCs).

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 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, Rtl/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 meetings. Our school instills a respect for and celebration of multicultural diversity through school-wide celebrations and events, structured lessons, our anti-bullying campaign, and through the implementation of SwPBS programs.

Additionally, in order to further support our goal to ensure that at least 70% of our students will pursue post-secondary education and/or a vocation, the Leadership Team, including the AVID Site Team has developed the "Take Your Parent To College" initiative. In this initiative, through college trips around the state of Florida, parents are invited as guests, not chaperones, so they can also take tours and learn more about the colleges that interest them and their student. Through these trips, it helps parents meet with admissions personnel from each different college campus, housing directors, financial aid & scholarship facilitators and the like; these trips will occur quarterly.

Furthermore, to improve parent engagement at Forest Hill Community High School, the Leadership Team as well as AVID Site Team has coordinated grade-level parent training that will be offered monthly to support parents' understanding of standards. These workshops will assist parents in knowing how to model strategies for academic support at home, as well as post-secondary opportunities.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ms. Cartwright	Teacher
Mary Stratos	Principal
Robert Cochrane	Teacher
Lauren Burk	Teacher
Rosa Moreno	Parent
Marie Gerardo Lacroix	Parent
Sheri McCants-Hubers	Parent
Raleigh Manning	Student
Madison Kinder	Student
Antonella Spinatto	Student
Rachel Pignato	Teacher
Heidi Watoski	Education Support Employee
Rickena Brown	Parent
Marisol Mendoza	Student
Jazmine Florexil	Student
Shelley Kelley	Teacher
Phillipa Rolle	Parent
Steve Loomis	Parent
Tammatha Proby	Teacher
Karyn Colombo	Teacher
Timothy Daughtry	Parent
Terry Bushway	Parent
Elizabeth Hernandez	Parent
Cassandra Luke	Student
Aldair Hernandez	Student
Christina Daughtry	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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 SAC budgetary updates and progress monitoring of school-wide performance on district and state assessments.

b. Development of this school improvement plan

SAC members participate in the development and refinement of the school's five main goals for the school year including:

- English Language Arts achievement on the Spring Florida Standards Assessment (FSA)

- Algebra 1 & Geometry EOC achievement
- Increase in graduation rate (to 95%)
- Post-secondary success rates going up to 70%
- Increase of industry certification and accelerated course work student success and pass rate(s)

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

The SAC members discuss the school's SAC 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.

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

School Improvement funds allocated last year (2016-17) were to help fund our school-wide Honor Roll celebrations that promoted student success and achievement in their classes.

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.

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
Stratos, Mary	Principal
Mcdonnough, Pamela	Assistant Principal
Verge, Shari	Instructional Coach
Burk, Lauren	Teacher, K-12
Stell, Jameson	Teacher, K-12
Gregory, Jillian	Teacher, K-12
Wadley, Shakena	Teacher, K-12
Fernsell, Wendy	Teacher, K-12
Su Keene, Eleanor	Teacher, K-12

b. Duties

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

The Literacy Team along with key AVID site team members use data to establish the literacy goals for the school year as well as plan the school-wide professional development opportunities for teachers.

The administrative team works together with the Professional Development and AVID Site Team to determine school-wide needs and focus.

The major initiative of our Literacy Leadership Team 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.

The group will focus on strengthening literacy development across all content areas, literacy interventions for struggling readers and writers, help to create structures and culture for supporting literacy, and support teachers and staff to improve instruction.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in 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, Professional Learning Communities (PLCs) 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.

2. 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. The school is targeted in its interview process to encourage and select highly-qualified instructors with advanced degrees and innovative teaching strategies. The school works to provide unique offerings that are matched with the strengths of applicants.

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.

3. 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.

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.

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 available in the District electronic instructional platform called Blender. In addition to the regular instructional program supported by the District, the school also provides curricular programs aligned to Advanced Placement, International Baccalaureate, and the Cambridge AICE programs, these standards are defined in each respected syllabi published by the educational institution.

By implementing the first Instructional Pillar, students are immersed in rigorous learning encompassing the full intent of the standards.

- Teachers provide students with opportunity to actively engage in complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Teachers provide students with the opportunity to actively engage in learning that builds upon future learning.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curricula. This supports a deeper level of comprehension for all learners.

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.

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 provides the following avenues for teacher to contribute 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.

*Administering common assessments which measure instructed standards such as Florida Standard Quiz (FSQs), including the unit standards assessments (USAs) through the Performance Matters platform. These formative assessments are aligned with the district's instructional calendar.

*Integrating the use of Learning Team Meetings to monitor student progressions as well as discuss instructional best practices.

As a result of these practices, teachers make instructional adjustments based on the needs of student learning.

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: 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: After School Program

Minutes added to school year: 4,500

Certified teachers are able to provide students with instructional support.

Strategy Rationale

Provide teachers with access to students' formative assessments as a means of driving individual instructional needs of the learner.

Strategy Purpose(s)

- Enrichment

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

Formative assessments and student grades

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 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).

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.

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.

2. 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, students are able to declare a Choice Academy that is aligned within the school's career and technical education model. The school offers a continuum of coursework that prepares students for the career technical education and the ability for them to be a completer. Courses are threaded together in such a way as to build a foundational knowledge from year to year.

Students have the opportunity to participate in the following career technical academies and sit for industry certifications: Allied Health/Medical, Criminal Justice, Culinary, Digital Design, Engineering, and Hospitality and Tourism.

3. 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.

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.

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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

Areas of Strength & Growth Points:

- Although PYG in math has yet to earn a year's worth of growth, the data indicates a significant growth from .71 PYG math gain in 2016 to .95 in 2017. A goal for the 17-18 school year is to raise our PYG to 1.00, a full year's growth!
- The PYG in ELA, for English Language Arts raised from .97 in the 2016 school year, to 1.03 in this past year! A goal for the 17-18 school year is to raise our PYG to 1.07 for the 17-18 school year.
- A strength to see is the ELA growth by cohort. Students as 9th graders had a PYG of .92, and as 10th graders, despite the complexity of the test, improved their overall PYG to 1.03. In essence, the cohort scores are increasing!
- A goal for the following year is to raise the PYG for 17-18 cohort to 1.07 and to 1.08 for the 16-17 cohort.
- An area of growth in "student discipline" is to lower our OSS rate from 10.7 by 5%. This will be accomplished by implementing the Google drive form that indicates students, by grade level, who are referred to ISS for discipline, etc. Appropriate grade level guidance counselors and administrators will have access to this file, and will be able to analyze which students need further support and positive reinforcements such as School Based Team. Other forms of interventions will include front of the lunch line passes, ice cream socials, and Social Media recognition.
- In order to assist our teachers in being more consistent and effective with their own classroom management, teachers will be expected to draft and submit a classroom management plan. These plans will be aligned with our school-wide SOAR expectations and will be reviewed and approved by administration.

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" 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.** If faculty and staff at Forest Hill Community High School deliver effective and relevant instruction to meet the needs of all students, then all students will experience post-graduate success.

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. If faculty and staff at Forest Hill Community High School deliver effective and relevant instruction to meet the needs of all students, then all students will experience post-graduate success. 1a

G094825

Targets Supported 1b

Indicator	Annual Target
Postsecondary Enrollments	75.0
Postsecondary Enrollments	55.0
High School Acceleration	65.0
Algebra I EOC Pass Rate	35.0
FSA ELA Achievement	50.0
4-Year Grad Rate (Standard Diploma)	95.0

Targeted Barriers to Achieving the Goal 3

- We (all stakeholders) with implementing a shared commitment and collective responsibility for the academic success of every student.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Have college and career fairs on campus; perhaps one per quarter.
- Guidance counselors should meet with students every report card marking period to address concerns and provide support.
- Offer more after school tutoring opportunities for students in courses other than core courses.
- Focused PLC's the provide teachers the opportunity to engage in the use of high effective teaching strategies.
- Provide students with opportunities for reading guided practice and mastery both during and after school.
- FSA Reading, SAT, & ACT Boot-camps during school, after school, and on weekends.
- Students sit for PERT to meet concordant scores on campus.
- Encourage students to "parent one another" and helping keeping each other accountable.
- Have more parent nights/Saturday meetings for parents
- Students who are a level 1 are placed into Intensive Reading classes for further instructional support in reading comprehension. Students who are a level 2 are placed into either Intensive Reading classes for further instructional support in reading comprehension OR into AVID course for further instructional support in reading.
- Extend learning of instructional staff at the use of high effective instructional strategies; infuse training for building teacher capacity.
- Provide teachers time to collaborate via Professional Learning Communities to engage in instructional best-practices and strategies.
- Host parent nights during the weekdays or Saturday mornings to inform, teach, and show them how they can support their student.
- After school tutoring will be provided for students free of charge

Plan to Monitor Progress Toward G1. 8

The data collected and reviewed throughout the year to determine progress toward increasing student reading proficiency as measured by the English FSA will be: USA, FSQ and PBPA diagnostic data as well as Winter Diagnostic data.

Person Responsible

Pamela McDonnough

Schedule

Annually, from 9/1/2017 to 6/7/2018

Evidence of Completion

Student portfolios and goal tracking; FSQ & USA results in comparison to previous years; PLC focused agendas and minutes; teacher feedback and observations

Plan to Monitor Progress Toward G1. 8

The data collected and reviewed throughout the year to determine progress toward increasing learning gains in the lowest 25% of students as measured by the English FSA will be: USA, FSQ, and PBPA diagnostic data as well as Winter Diagnostic data in comparison to previous year's scores, as/if applicable.

Person Responsible

Shari Verge

Schedule

Annually, from 9/1/2017 to 6/7/2018

Evidence of Completion

Student portfolios and goal tracking; FSQ & USA results in comparison to previous years; PLC focused agendas and minutes; teacher feedback and observations

Plan to Monitor Progress Toward G1. 8

The data collected and reviewed throughout the year to determine progress toward ensuring a 95% graduation rate or higher will be: graduation status reports, data tracking (Concordant SAT/ACT scores as well as retakes) on all students via Google sheet, and SAT/ACT/FSA Retake practice test scores.

Person Responsible

Shari Verge

Schedule

Annually, from 9/1/2017 to 6/7/2018

Evidence of Completion

Graduation status reports; SAT/ACT data tracking on Google drive

Plan to Monitor Progress Toward G1. 8

The data collected and reviewed throughout the year to determine progress toward ensuring an increase in High School Acceleration Success will be: data tracking via Google sheet, practice industry certification and/or accelerated practice tests.

Person Responsible

Alexa Kokotoff

Schedule

Annually, from 9/1/2017 to 6/7/2018

Evidence of Completion

data tracking via Google sheets; practice IC test scores; student portfolios

Plan to Monitor Progress Toward G1. 8

The data collected and reviewed throughout the year to determine progress toward increasing Algebra I scores will be: data tracking, midterm diagnostic and USA and FSQ data.

Person Responsible

John Provenzano

Schedule

Annually, from 9/1/2017 to 6/7/2018

Evidence of Completion

USA and FSQ data; diagnostic data

Plan to Monitor Progress Toward G1. 8

The data collected and reviewed throughout the year to determine progress toward providing all staff with focused professional learning opportunities will be: teacher surveys, exit tickets at PDD, surveys at PLC's and an ongoing record of training(s) provided for teachers.

Person Responsible

Mary Stratos

Schedule

Annually, from 8/7/2017 to 6/7/2018

Evidence of Completion

Teacher PD surveys via Google; Exit tickets at PDD; "Glow and Grow" surveys at PLC's; training tracker with dates and training topic(S)

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 faculty and staff at Forest Hill Community High School deliver effective and relevant instruction to meet the needs of all students, then all students will experience post-graduate success. 1

G094825

G1.B1 We (all stakeholders) with implementing a shared commitment and collective responsibility for the academic success of every student. 2

B255033

G1.B1.S1 ADULT CENTERED Provide all staff with focused professional learning opportunities to ensure they are equipped to meet the needs of all student. 4

S269474

Strategy Rationale

If we build the capacity of our staff in the area of analyzing data, planning standards based instruction with built in scaffolds, and personalizing instruction to meet the needs of all learners, then we will see student outcomes improve.

Action Step 1 5

Level 1 & or students on the English Florida Standards Assessment (FSA) who are 2 or more years below grade level will be scheduled in a reading and/or AVID class.

Person Responsible

Pamela McDonnough

Schedule

Annually, from 8/14/2017 to 6/7/2018

Evidence of Completion

Student schedules will reflect completion of the activity.

Action Step 2 5

A literacy team will be created with the purpose of providing professional development in researched-based literacy practices, across all curricular areas, to help increase student reading proficiency as measured by the FSA.

Person Responsible

Shari Verge

Schedule

Annually, from 9/22/2017 to 6/7/2018

Evidence of Completion

Literacy committee meeting agendas, minutes of meetings, minutes of professional development meetings related to literacy in all content areas, student samples and evidence

Action Step 3 5

Weekly professional development meetings with focus on research-based reading and writing strategies will be conducted for all teachers to help increase student reading proficiency as measured by the FSA.

Person Responsible

Mary Stratos

Schedule

Annually, from 8/7/2017 to 6/7/2018

Evidence of Completion

Professional agendas, minutes to professional development meetings, student samples and evidence

Action Step 4 5

English and Reading instructors will follow the District-provided scope and sequence of Florida standards to increase student reading proficiency as measured by the FSA.

Person Responsible

Shari Verge

Schedule

Annually, from 8/7/2017 to 6/7/2018

Evidence of Completion

Google instructional ("FOCUS") calendars, lesson and/or unit plans

Action Step 5 5

Literacy and Parent Universities for parents and stakeholders within the community will be hosted quarterly to increase student reading proficiency as measured by the FSA.

Person Responsible

John Provenzano

Schedule

Quarterly, from 10/10/2017 to 6/7/2018

Evidence of Completion

Agendas to literacy and parent universities, signage, photos, feedback and exit ticket forms completed by attendees

Action Step 6 5

Teachers will use reports to identify students who are in the lowest 25% on the English Florida Standards Assessment (FSA) to create differentiated student plans to help track their learning.

Person Responsible

Shari Verge

Schedule

Annually, from 8/14/2017 to 6/7/2018

Evidence of Completion

EDW reports, Performance Matters reports, student goals, FSQ and USA data

Action Step 7 5

To help increase learning gains in the lowest 25% of students as measured by the FSA, English and reading teachers will provide differentiated instruction in the classroom.

Person Responsible

Shari Verge

Schedule

Annually, from 8/14/2017 to 6/7/2018

Evidence of Completion

FSQ, USA, and PBPA diagnostic data, student work

Action Step 8 5

To increase high school acceleration success, teachers will be provided with professional development through focused PLC's that focus on teaching, learning, as well as assessment formats and requirements.

Person Responsible

Saara Saarela-Vening

Schedule

Annually, from 8/14/2017 to 6/7/2018

Evidence of Completion

Professional development agendas, student samples, teacher samples

Action Step 9 5

To increase high school acceleration success, teachers will be provided training opportunities through the International Baccalaureate Organization, Cambridge, College Board and the School District of Palm Beach County.

Person Responsible

Alexa Kokotoff

Schedule

Annually, from 8/7/2017 to 6/7/2018

Evidence of Completion

Conference agendas, student samples, teacher lesson and/or unit plans

Action Step 10 5

In order to increase high school acceleration success, mentoring for new teachers to accelerated courses will be provided.

Person Responsible

Saara Saarela-Vening

Schedule

Annually, from 8/7/2017 to 6/7/2018

Evidence of Completion

New teacher meeting agendas, teacher syllabi, unit plans and/or lesson plans

Action Step 11 5

In an effort to deliver effective and relevant instruction to meet the needs of all students, teachers will have the opportunity to attend AVID Training.

Person Responsible

Jillian Gregory

Schedule

Semiannually, from 8/14/2017 to 7/31/2018

Evidence of Completion

TDE, agendas, lesson and/or unit plans, student samples

G1.B1.S2 STUDENT CENTERED Ensure a supportive school climate that promotes the social/emotional and academic development of all students. 4

S269475

Strategy Rationale

If we support our students with overcoming adversities such as cycle of poverty within the community, limited parental involvement, and providing various learning opportunities that meet their specific needs, then we will see an increase in student engagement with their learning and planning for post-graduate success.

Action Step 1 5

In order to increase student reading proficiency as measured by the English Florida Standards Assessment (FSA), reading and writing time will be allocated in Personal Fitness courses via "Drop and Give me 20" where students will engage with health and sports-related articles that are standards based.

Person Responsible

Ronald Kotouch

Schedule

Annually, from 8/7/2017 to 6/7/2018

Evidence of Completion

Professional development agendas, lesson and/or unit plans, student samples

Action Step 2 5

In order to increase student reading proficiency as measured by the English FSA, students will participate in workshop model learning days.

Person Responsible

Shari Verge

Schedule

Annually, from 9/1/2017 to 6/7/2018

Evidence of Completion

Lesson and/or unit plans, student work

Action Step 3 5

In order to increase student reading proficiency as measured by the English FSA, students will have the opportunity to attend after school, before school, and/or Saturday tutoring.

Person Responsible

John Provenzano

Schedule

Annually, from 9/1/2017 to 6/7/2018

Evidence of Completion

Reading Plus, Achieve 3000, Khan Academy data, student samples, lesson and/or unit plans

Action Step 4 5

In order to increase learning gains in the lowest 25% of students as measured by the English FSA, students who meet criteria as defined by LAS Links (placement test) will be provided an opportunity to sit in "sheltered" classes when needed.

Person Responsible

Denise Leblanc

Schedule

Annually, from 8/14/2017 to 6/7/2018

Evidence of Completion

LAS Links results, student schedules

Action Step 5 5

In order to increase learning gains in the lowest 25% of students as measured by the English FSA, students will be provided with small group instruction, as needed

Person Responsible

Shari Verge

Schedule

Annually, from 8/14/2017 to 6/7/2018

Evidence of Completion

Lesson and/or unit plans, student samples, FSA, USA, and PBPA diagnostic test data

Action Step 6 5

In order to increase learning gains in the lowest 25% of students, students will have the opportunity to attend before school and after school tutoring.

Person Responsible

John Provenzano

Schedule

Annually, from 9/1/2017 to 5/1/2018

Evidence of Completion

Lesson and/or unit plans, student samples

Action Step 7 5

In order to ensure a 95% graduation rate, seniors who have not met reading proficiency will be placed in a reading class.

Person Responsible

Demetrius Permenter

Schedule

Annually, from 8/14/2017 to 6/7/2018

Evidence of Completion

student schedules

Action Step 8 5

In order to ensure a 95% graduation rate, all non-proficiency seniors will be tracked, scores logged, and provided with a mentor by a member of the Mission Graduation Team.

Person Responsible

Tammatha Proby

Schedule

Annually, from 8/14/2017 to 6/7/2018

Evidence of Completion

data tracking sheets (via Google sheet), minutes of meetings from Mission Graduation Team members

Action Step 9 5

In order to ensure a 95% graduation rate, all non-proficient seniors will be provided with the opportunity for SAT and ACT tutoring before school, after school, and at "Super Senior Saturday" workshops.

Person Responsible

Shari Verge

Schedule

Annually, from 8/14/2017 to 6/7/2018

Evidence of Completion

attendance logs, lesson and/or unit plans, student samples

Action Step 10 5

In order to ensure a 95% graduation rate, all non proficiency seniors in the area of Algebra 1 will sit for the PERT to help meet or exceed concordant score.

Person Responsible

Alyssa Tolbert

Schedule

Annually, from 8/14/2017 to 6/7/2018












Evidence of Completion

Student scores, data tracking sheet (via Google)

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S2.A6 A359904	In order to increase learning gains in the lowest 25% of students, students will have the...	Provenzano, John	9/1/2017	Lesson and/or unit plans, student samples	5/1/2018 annually
G1.MA1 M384566	The data collected and reviewed throughout the year to determine progress toward increasing student...	Mcdonnough, Pamela	9/1/2017	Student portfolios and goal tracking; FSQ & USA results in comparison to previous years; PLC focused agendas and minutes; teacher feedback and observations	6/7/2018 annually
G1.MA2 M384567	The data collected and reviewed throughout the year to determine progress toward increasing...	Verge, Shari	9/1/2017	Student portfolios and goal tracking; FSQ & USA results in comparison to previous years; PLC focused agendas and minutes; teacher feedback and observations	6/7/2018 annually
G1.MA3 M384568	The data collected and reviewed throughout the year to determine progress toward ensuring a 95%...	Verge, Shari	9/1/2017	Graduation status reports; SAT/ACT data tracking on Google drive	6/7/2018 annually
G1.MA4 M384569	The data collected and reviewed throughout the year to determine progress toward ensuring an...	Kokotoff, Alexa	9/1/2017	data tracking via Google sheets; practice IC test scores; student portfolios	6/7/2018 annually
G1.MA5 M384570	The data collected and reviewed throughout the year to determine progress toward increasing Algebra...	Provenzano, John	9/1/2017	USA and FSQ data; diagnostic data	6/7/2018 annually
G1.MA6 M384571	The data collected and reviewed throughout the year to determine progress toward providing all...	Stratos, Mary	8/7/2017	Teacher PD surveys via Google; Exit tickets at PDD; "Glow and Grow" surveys at PLC's; training tracker with dates and training topic(S)	6/7/2018 annually
G1.B1.S1.A1 A359888	Level 1 & or students on the English Florida Standards Assessment (FSA) who are 2 or more years...	Mcdonnough, Pamela	8/14/2017	Student schedules will reflect completion of the activity.	6/7/2018 annually
G1.B1.S1.A2 A359889	A literacy team will be created with the purpose of providing professional development in...	Verge, Shari	9/22/2017	Literacy committee meeting agendas, minutes of meetings, minutes of professional development meetings related to literacy in all content areas, student samples and evidence	6/7/2018 annually
G1.B1.S1.A3 A359890	Weekly professional development meetings with focus on research-based reading and writing...	Stratos, Mary	8/7/2017	Professional agendas, minutes to professional development meetings, student samples and evidence	6/7/2018 annually
G1.B1.S1.A4 A359891	English and Reading instructors will follow the District-provided scope and sequence of Florida...	Verge, Shari	8/7/2017	Google instructional ("FOCUS") calendars, lesson and/or unit plans	6/7/2018 annually
G1.B1.S1.A5 A359892	Literacy and Parent Universities for parents and stakeholders within the community will be hosted...	Provenzano, John	10/10/2017	Agendas to literacy and parent universities, signage, photos, feedback and exit ticket forms completed by attendees	6/7/2018 quarterly
G1.B1.S1.A6 A359893	Teachers will use reports to identify students who are in the lowest 25% on the English Florida...	Verge, Shari	8/14/2017	EDW reports, Performance Matters reports, student goals, FSQ and USA data	6/7/2018 annually
G1.B1.S1.A7 A359894	To help increase learning gains in the lowest 25% of students as measured by the FSA, English and...	Verge, Shari	8/14/2017	FSQ, USA, and PBPA diagnostic data, student work	6/7/2018 annually
G1.B1.S1.A8 A359895	To increase high school acceleration success, teachers will be provided with professional...	Saarela-Vening, Saara	8/14/2017	Professional development agendas, student samples, teacher samples	6/7/2018 annually
G1.B1.S1.A9 A359896	To increase high school acceleration success, teachers will be provided training opportunities...	Kokotoff, Alexa	8/7/2017	Conference agendas, student samples, teacher lesson and/or unit plans	6/7/2018 annually

Palm Beach - 0581 - Forest Hill Community High Sch - 2017-18 SIP
Forest Hill Community High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A10  A359897	In order to increase high school acceleration success, mentoring for new teachers to accelerated...	Saarela-Vening, Saara	8/7/2017	New teacher meeting agendas, teacher syllabi, unit plans and/or lesson plans	6/7/2018 annually
G1.B1.S2.A1  A359899	In order to increase student reading proficiency as measured by the English Florida Standards...	Kotouch, Ronald	8/7/2017	Professional development agendas, lesson and/or unit plans, student samples	6/7/2018 annually
G1.B1.S2.A2  A359900	In order to increase student reading proficiency as measured by the English FSA, students will...	Verge, Shari	9/1/2017	Lesson and/or unit plans, student work	6/7/2018 annually
G1.B1.S2.A3  A359901	In order to increase student reading proficiency as measured by the English FSA, students will have...	Provenzano, John	9/1/2017	Reading Plus, Achieve 3000, Khan Academy data, student samples, lesson and/or unit plans	6/7/2018 annually
G1.B1.S2.A4  A359902	In order to increase learning gains in the lowest 25% of students as measured by the English FSA,...	Leblanc, Denise	8/14/2017	LAS Links results, student schedules	6/7/2018 annually
G1.B1.S2.A5  A359903	In order to increase learning gains in the lowest 25% of students as measured by the English FSA,...	Verge, Shari	8/14/2017	Lesson and/or unit plans, student samples, FSA, USA, and PBPA diagnostic test data	6/7/2018 annually
G1.B1.S2.A7  A359905	In order to ensure a 95% graduation rate, seniors who have not met reading proficiency will be...	Permenter, Demetrius	8/14/2017	student schedules	6/7/2018 annually
G1.B1.S2.A8  A359906	In order to ensure a 95% graduation rate, all non-proficiency seniors will be tracked, scores...	Proby, Tammatha	8/14/2017	data tracking sheets (via Google sheet), minutes of meetings from Mission Graduation Team members	6/7/2018 annually
G1.B1.S2.A9  A359907	In order to ensure a 95% graduation rate, all non-proficient seniors will be provided with the...	Verge, Shari	8/14/2017	attendance logs, lesson and/or unit plans, student samples	6/7/2018 annually
G1.B1.S2.A10  A359908	In order to ensure a 95% graduation rate, all non proficiency seniors in the area of Algebra 1 will...	Tolbert, Alyssa	8/14/2017	Student scores, data tracking sheet (via Google)	6/7/2018 annually
G1.B1.S1.A11  A359898	In an effort to deliver effective and relevant instruction to meet the needs of all students,...	Gregory, Jillian	8/14/2017	TDE, agendas, lesson and/or unit plans, student samples	7/31/2018 semiannually

V. Professional Development Opportunities

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

G1. If faculty and staff at Forest Hill Community High School deliver effective and relevant instruction to meet the needs of all students, then all students will experience post-graduate success.

G1.B1 We (all stakeholders) with implementing a shared commitment and collective responsibility for the academic success of every student.

G1.B1.S1 ADULT CENTERED Provide all staff with focused professional learning opportunities to ensure they are equipped to meet the needs of all student.

PD Opportunity 1

A literacy team will be created with the purpose of providing professional development in researched-based literacy practices, across all curricular areas, to help increase student reading proficiency as measured by the FSA.

Facilitator

Shari Verge

Participants

Teachers, Professional Development Team, AVID Site Team, reading coach, administration

Schedule

Annually, from 9/22/2017 to 6/7/2018

PD Opportunity 2

Weekly professional development meetings with focus on research-based reading and writing strategies will be conducted for all teachers to help increase student reading proficiency as measured by the FSA.

Facilitator

Teachers, Professional Development Team, AVID Site Team, reading coach, administration, Department Instructional Leaders

Participants

Teachers, Professional Development Team, AVID Site Team, reading coach, administration, Department Instructional Leaders

Schedule

Annually, from 8/7/2017 to 6/7/2018

PD Opportunity 3

To increase high school acceleration success, teachers will be provided with professional development through focused PLC's that focus on teaching, learning, as well as assessment formats and requirements.

Facilitator

Alexa Kokotoff, Diana Sardina, teachers

Participants

Teachers

Schedule

Annually, from 8/14/2017 to 6/7/2018

PD Opportunity 4

To increase high school acceleration success, teachers will be provided training opportunities through the International Baccalaureate Organization, Cambridge, College Board and the School District of Palm Beach County.

Facilitator

Alexa Kokotoff

Participants

Teachers

Schedule

Annually, from 8/7/2017 to 6/7/2018

PD Opportunity 5

In order to increase high school acceleration success, mentoring for new teachers to accelerated courses will be provided.

Facilitator

Eleanor Su-Keene

Participants

Teachers

Schedule

Annually, from 8/7/2017 to 6/7/2018

PD Opportunity 6

In an effort to deliver effective and relevant instruction to meet the needs of all students, teachers will have the opportunity to attend AVID Training.

Facilitator

Jillian Gregory

Participants

Teachers

Schedule

Semiannually, from 8/14/2017 to 7/31/2018

G1.B1.S2 STUDENT CENTERED Ensure a supportive school climate that promotes the social/emotional and academic development of all students.

PD Opportunity 1

In order to increase student reading proficiency as measured by the English Florida Standards Assessment (FSA), reading and writing time will be allocated in Personal Fitness courses via "Drop and Give me 20" where students will engage with health and sports-related articles that are standards based.

Facilitator

Shari Verge

Participants

Teachers

Schedule

Annually, from 8/7/2017 to 6/7/2018