

Forest High School

5000 SE MARICAMP RD, Ocala, FL 34480

[no web address on file]

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 style="text-align: center;">No</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">56%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">39%</p>

School Grades History

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

**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 is pending approval by the Marion County School Board.

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>.

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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 High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- 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 to 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.

Forest High School has 31 clubs and 25 athletic teams, with a majority of our 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 students to be mixed with others in their cohort who may not be enrolled in similar courses. CAT also provides a consistent adult influence in each student's life 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.

Forest High School faculty and staff are assigned duty stations to effectively monitor the campus and ensure a safe environment. FHS also utilizes security cameras to capture any incidents which may occur. Our faculty and staff, along with our School Resource Officer, remain visible and accessible throughout the day.

Our campus opens early, allowing students time to access various resources, including our media center and cafeteria. During school hours, students have access to both our Guidance and Student Services departments should they need any assistance academically or socially. Our faculty and staff

work together to provide any support or resources needed for students to be successful at school. 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 Supports (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" are the principles guiding student behavioral expectations. Along with the expectations, clear rules were created to inform students how the Wildcat Way applies 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. Our Guidance Office 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 of student distress, as well as appropriate responses. 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 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.

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 identify possible causes for behavior, and is utilized in an effort to modify misbehavior.

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	57	55	65	68	245
One or more suspensions	0	0	0	0	0	0	0	0	0	64	117	104	81	366
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	41	97	78	77	293
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	114	120	184	108	526

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	184	210	223	160	777

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. Grade level collaborative meetings, facilitated by School Counselors, to meet with common teachers of at-risk students.
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 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?

No

1. PFEP Link

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

2. Description

Forest High School hosts a variety of events to encourage parent involvement throughout the year. These include Open House, Open Campus, Parent Meetings, Parents Night, Awards Ceremony and athletic events.

Our yearly "Open House" gives parents a chance to meet and interact with their child's teacher, as well as learn important information pertaining to that course. This event opens the door to effective communication for the year.

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". Teachers maintain individual websites to communicate course content, assignments, and important dates to their students.

Forest remains active on social media sites Facebook and Twitter.

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. Our EMIT program maintains a partnership 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

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
Collins, Stephanie	Assistant Principal
Panitzke, Robert	Assistant Principal
Sandlin, Alisa	Assistant Principal
McCleery, Jessica	Dean
Moody, Tracy	School Counselor
Swords, Phyllis	Teacher, ESE
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
Alisa Sandlin- Assistant Principal of Curriculum
Stephanie Collins- Assistant Principal of Instruction
Jennifer Leach-Cotton- Assistant Principal of Instruction
Robert Panitzke - Assistant Principal of Discipline
Tracy Moody- School Counselor
Phyllis Swords- Inclusion Teacher
Jessica McCleery- 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
Nancy Gallery	Parent
Laura Merritt	Parent
Beth Crawford	Teacher
Caroline Pharmer	Education Support Employee
Jacob Merritt	Student
Branden Almeida	Student
Michkayla Dandreano	Student
Lea Herrera	Parent
Joan Chappell	Teacher
Raymond Terrell	Parent
April Adolf	Parent
Brad Harper	Business/Community
Laura Derras	Parent
Sally Delcarmen Lazo	Parent
Steve Powell	Teacher
Leah Greenleaf	Teacher
Jessica McCleery	Teacher
Raymond James	Teacher

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

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
Yancey, Jed	Teacher, K-12
Williams, Rhonda	Teacher, K-12
Pohlers, Jennifer	Instructional Media
Scott, Merideth	Teacher, K-12
Carson, Brent	Principal
Maldonado-Garcia, Annette	Teacher, K-12
Sandlin, Alisa	Assistant Principal

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 through 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 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.

Department/collaborative meetings are held monthly, and are facilitated by either an Administrator or Teacher Leader. Teachers are encouraged to plan and share best practices during this time. Professional Development sessions are often facilitated by teachers as well.

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, our induction program begins with assigning new and beginning teachers an experienced mentor teacher. The administrative team offers support and guidance to these pairs throughout the year.

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 attend the "Inside Scoop" their very first work day, where they are introduced and assigned a teacher mentor. These mentor teachers offer support and guidance to the new teacher from the beginning. They help with curriculum planning and classroom strategies, as well as attending faculty and department meetings with them. The mentor teacher is the "GO TO" person for the new teacher.

Teachers who 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 instruction
- Attend faculty meetings together

Teachers who are leaders in their department are asked to mentor new teachers. The MCPS educator induction team plans activities and training for new teachers to ensure they are working toward the Professional Education Competence Program Requirements.

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.

Forest High School 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 alignment to the Florida Standards. Administrators conduct frequent classroom observations to make certain instruction is standards based.

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: 2,700

Adding minutes to our Comprehensive Academic Time (CAT) period will allow students the much needed opportunity to complete make-up work and assessments, or receive extra help from a teacher.

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

Student failures should decrease as a result of fewer missed assignments and assessments.

Strategy: Before School Program

Minutes added to school year:

Tutoring is offered in the library on Tuesdays and Thursdays beginning September 19 and continues until the last week of school.

Strategy Rationale

Students are able to receive peer-tutoring, a proven effective strategy for assisting struggling learners.

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 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.

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 ensure 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.

Forest offers a variety of career and technical education courses to our students. Among some of the most popular are agriculture, computer and business application courses, medical skills, technical design and culinary arts. We make every effort to accommodate our students' scheduling requests, so they may become educated in areas that appeal to them.

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.

Forest High School prepares our students for post-secondary opportunities by offering a variety of AP (Advanced Placement) coursework and dual enrollment course options, increasing those offerings when appropriate. We will continue to focus on increasing our student participation in these acceleration opportunities, especially in the Career & Technical area, for which qualifications are less stringent, allowing a greater number of students to participate. 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) will be enrolled in the Math for College Readiness course.

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.

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.** Increase the learning gains of the lowest 25% of our student population in reading and math as measured by the Florida Standards Assessments.

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 the learning gains of the lowest 25% of our student population in reading and math as measured by the Florida Standards Assessments. 1a

G095913

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	54.0
Math Lowest 25% Gains	41.0

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; monthly PST (problem-solving team) meetings
- CAT Period
- Student Services Managers
- School Counselors

Plan to Monitor Progress Toward G1. 8

Student grade reports will be collected every 4 1/2 weeks, along with teacher input.

Person Responsible

Tracy Moody

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Grade reports will indicate students who are struggling in one or more classes and may need remediation.

Plan to Monitor Progress Toward G1. 8

Assessment data in reading and math will be gathered, analyzed, and shared each grading period.

Person Responsible

Stephanie Collins

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

District Comprehensive Standards Mastery Assessment (CSMA), Quarterly Standards Mastery Assessment (QSMA), and teacher assessment data will be collected to monitor progress of our lowest quartile students.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Increase the learning gains of the lowest 25% of our student population in reading and math as measured by the Florida Standards Assessments. 1

G095913

G1.B1 Attendance 2

B258174

G1.B1.S1 Weekly monitoring of student attendance. 4

S273275

Strategy Rationale

If student attendance is monitored on a weekly basis, then students with excessive absences can be identified and counseled. Student learning gains will increase if seat time in class increases.

Action Step 1 5

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

Person Responsible

Robert Panitzke

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Skyward attendance reports

Action Step 2 5

APD will work with the families, school counselors, and social worker to create an action plan for increasing attendance for those targeted students.

Person Responsible

Robert Panitzke

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

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

Robert Panitzke

Schedule

Weekly, from 8/10/2017 to 5/24/2018

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

Robert Panitzke

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Attendance rates will show decrease/increase.

G1.B2 Discipline 2

 B258175

G1.B2.S1 Bi-weekly monitoring of discipline referrals. 4

 S273276

Strategy Rationale

If student discipline referrals are regularly monitored by the APD and Student Services Managers, then learning gains among our lowest quartile students will increase as a result of problem-solving disciplinary issues during our PST meetings.

Action Step 1 5

Referrals will be monitored to determine if bottom quartile students are being referred to Student Services.

Person Responsible

Robert Panitzke

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

Action Step 2 5

APD will meet monthly with the problem-solving team (PST) to formulate success plans for identified students.

Person Responsible

Robert Panitzke

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Referral data and follow-up meetings for progress monitoring.

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

Robert Panitzke

Schedule

Monthly, from 8/10/2017 to 5/24/2018

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

Person Responsible

Robert Panitzke

Schedule

Monthly, from 8/10/2017 to 5/24/2018

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

B258176

G1.B3.S1 Interim monitoring of course failures. 4

S273277

Strategy Rationale

If the Synergy Team monitors course failures every 4 1/2 weeks, then the grade level school counselors may schedule intervention meetings with teachers and parents to increase learning gains for students.

Action Step 1 5

Course failure data will be collected, analyzed and shared.

Person Responsible

Tracy Moody

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

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 8/10/2017 to 5/24/2018

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

Tracy Moody

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

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
2018					
G1.MA1  M393322	Student grade reports will be collected every 4 1/2 weeks, along with teacher input.	Moody, Tracy	8/10/2017	Grade reports will indicate students who are struggling in one or more classes and may need remediation.	5/24/2018 quarterly
G1.MA2  M393323	Assessment data in reading and math will be gathered, analyzed, and shared each grading period.	Collins, Stephanie	8/10/2017	District Comprehensive Standards Mastery Assessment (CSMA), Quarterly Standards Mastery Assessment (QSMA), and teacher assessment data will be collected to monitor progress of our lowest quartile students.	5/24/2018 quarterly
G1.B1.S1.MA1  M393316	Quarterly attendance reports will determine if attendance rate is being positively affected.	Panitzke, Robert	8/10/2017	Attendance rates will show decrease/increase.	5/24/2018 quarterly
G1.B1.S1.MA1  M393317	Weekly meetings with School Social Worker to discuss attendance anomalies and plans of action	Panitzke, Robert	8/10/2017	Weekly attendance reports will show a decrease/increase in student attendance rates; results of School Social Work referrals.	5/24/2018 weekly
G1.B1.S1.A1  A366833	APD will review weekly attendance reports for anomalies in student attendance.	Panitzke, Robert	8/10/2017	Skyward attendance reports	5/24/2018 weekly
G1.B1.S1.A2  A366834	APD will work with the families, school counselors, and social worker to create an action plan for...	Panitzke, Robert	8/10/2017	Child-study Team (CST) meetings, problem-solving (PST) meetings, social work referrals, Truancy Intervention and Prevention Program (TIPP) letters, truancy court.	5/24/2018 monthly
G1.B2.S1.MA1  M393318	Every month, PST meetings are held and fidelity checks will be made on earlier plans of action.	Panitzke, Robert	8/10/2017	Minutes from proceeding meetings will determine if action plans were implemented, by whom, and to what result.	5/24/2018 monthly
G1.B2.S1.MA1  M393319	PST meetings will be held to discuss and problem-solve for students.	Panitzke, Robert	8/10/2017	At PST meetings, minutes will be recorded, action plans will be made and tied to a team member for fidelity.	5/24/2018 monthly
G1.B2.S1.A1  A366835	Referrals will be monitored to determine if bottom quartile students are being referred to Student...	Panitzke, Robert	8/10/2017	Referrals will show offense(s) and frequency to which students are being referred to Student Management Office.	5/24/2018 biweekly
G1.B2.S1.A2  A366836	APD will meet monthly with the problem-solving team (PST) to formulate success plans for identified...	Panitzke, Robert	8/10/2017	Referral data and follow-up meetings for progress monitoring.	5/24/2018 monthly
G1.B3.S1.MA1  M393320	Guidance Counselor will monitor students and decide on appropriate intervention afterward.	Moody, Tracy	8/10/2017	Teacher feedback and grade reports will be collected to determine action plan fidelity and effectiveness check.	5/24/2018 quarterly
G1.B3.S1.MA1  M393321	Course failure data will be used to target students at grade level meetings for Tier 2...	Moody, Tracy	8/10/2017	At the grade level meetings, interventions will be put in place, and progress monitored by Guidance Counselor.	5/24/2018 quarterly
G1.B3.S1.A1  A366837	Course failure data will be collected, analyzed and shared.	Moody, Tracy	8/10/2017	Grade level meetings will be held with common teachers to determine issue(s) to assist in decreasing student course failures.	5/24/2018 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.B1.S1.A2	APD will work with the families, school counselors, and social worker to create an action plan for increasing attendance for those targeted students.	\$0.00
3	G1.B2.S1.A1	Referrals will be monitored to determine if bottom quartile students are being referred to Student Services.	\$0.00
4	G1.B2.S1.A2	APD will meet monthly with the problem-solving team (PST) to formulate success plans for identified students.	\$0.00
5	G1.B3.S1.A1	Course failure data will be collected, analyzed and shared.	\$0.00
Total:			\$0.00