Forest Hill Community High School

2018-19 Schoolwide Improvement Plan

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Forest Hill Community High School

6901 PARKER AVE, West Palm Beach, FL 33405

https://fhhs.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	83%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

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 the context of global enterprise and global-mindeness.

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.

School Leadership Team

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

Duties

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

The leadership team works together to review school data, including formative assessments, attendance, and school climate and culture information to help guide the school in a collaborative practice of shared decision making.

Early Warning Systems

Year 2017-18

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	80	109	124	205	518
One or more suspensions	0	0	0	0	0	0	0	0	103	64	68	58	0	293
Course failure in ELA or Math	0	0	0	0	0	0	0	0	174	244	206	205	0	829
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	302	295	281	146	0	1024

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	187	222	199	188	796

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	94	83	102	132	411
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Thursday 8/30/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math achievement: 34%. We are currently reversing the trend.

Which data component showed the greatest decline from prior year?

Social Studies had a drop from 54% to 48% proficiency.

Which data component had the biggest gap when compared to the state average?

Social Studies had the biggest gap when compared to the state average.

Which data component showed the most improvement? Is this a trend?

Math, both learning and lowest 25%. The trend is toward improvement in math proficiency and learning gains.

Describe the actions or changes that led to the improvement in this area.

The school implemented some push-ins in math classes (Liberal Arts and Algebra I) to assist with standards-based instruction. This in-class tutorial and the use of formative assessments helped students achieve targets.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	40%	57%	56%	39%	56%	52%
ELA Learning Gains	44%	53%	53%	41%	51%	46%
ELA Lowest 25th Percentile	37%	46%	44%	34%	42%	38%
Math Achievement	34%	54%	51%	25%	45%	43%
Math Learning Gains	45%	47%	48%	28%	40%	39%
Math Lowest 25th Percentile	48%	43%	45%	30%	37%	38%
Science Achievement	55%	72%	67%	51%	70%	65%
Social Studies Achievement	48%	73%	71%	55%	70%	69%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	80 (28)	109 (58)	124 (54)	205 (36)	518 (176)
One or more suspensions	64 (86)	68 (75)	58 (85)	0 (53)	190 (299)
Course failure in ELA or Math	244 (182)	206 (191)	205 (184)	0 (153)	655 (710)
Level 1 on statewide assessment	295 (329)	281 (386)	146 (374)	0 (148)	722 (1237)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	41%	56%	-15%	53%	-12%
	2017	35%	54%	-19%	52%	-17%
Same Grade Comparison		6%				
Cohort Comparison						
10	2018	32%	55%	-23%	53%	-21%
	2017	32%	51%	-19%	50%	-18%
Same Grade Comparison		0%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2018	51%	67%	-16%	65%	-14%
2017	47%	66%	-19%	63%	-16%
Compare		4%			

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2018	45%	68%	-23%	68%	-23%
2017	51%	68%	-17%	67%	-16%
Compare		-6%			

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2018	29%	62%	-33%	62%	-33%
2017	27%	59%	-32%	60%	-33%
Compare		2%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2018	34%	57%	-23%	56%	-22%
2017	27%	55%	-28%	53%	-26%
Compare		7%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	27	29	12	41	53	29	28		88	29
ELL	13	40	40	19	38	38	33	15		75	73
ASN	50	60									
BLK	29	37	34	19	29	50	36	36		82	41

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
HSP	40	44	36	33	46	46	56	46		89	61
MUL	40	45		44	26		50				
WHT	52	47	42	51	52	69	68	77		96	65
FRL	38	43	37	32	43	46	54	44		89	58

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	31	27	12	26	36	27	44		91	12
ELL	17	31	28	15	26	24	16	21		70	60
ASN	82	64		42	25						
BLK	29	37	31	20	34	43	33	36		86	28
HSP	38	40	30	26	34	33	51	53		87	44
MUL	43	26		50	35		70				
WHT	54	51		37	37	29	73	72		86	53
FRL	36	39	30	25	34	35	48	50		85	42

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To ensure progress toward math proficiency through targeted instruction in alignment with the District's Strategic Plan to support the expectations of the Graduation long-term outcome.
Rationale	Although gains were made at the school site last year, the math proficiency percentage was identified as one of the lower data components in our needs analysis (34%, with 27% in 2017).
Intended Outcome	The intended outcome is that the school will achieve a 47% proficiency on math end-of-course assessments during school year 2019, with the understanding that literacy throughout the content areas is an essential component of this outcome.
Point Person	Mary Stratos (mary.stratos@palmbeachschools.org)
Action Step	
Description	Within the implementation of the Pillars of Instruction, students will be immersed in rigorous tasks that encompass the full intent of the Florida State Standards and content required by Florida State Statute 1003.42, continuing the development of a single school culture and appreciation of multicultural diversity in alignment with School Board Policy 2.09, with a focus on literacy across the content areas.

Action Step: Students will engage in standards-based rigorous text, tasks, and talk surrounding the math curriculum (Math Instructors, Math Department Chair, Administrative Team).

Action Step: Teachers will participate in standards-based professional development to ensure student achievement toward the proficiency goal (Math Instructors, Math Department Chair, Teacher Ambassador, Marzano Liaison, and Administrative Team).

Action Step: Attention to appropriate scheduling of students in math courses before the initial start of the school year (Administrative Team).

Action Step: The implementation of Peer Modeling for math instructors in critical courses needed for graduation readiness (Math Department Chair, Administrative Team, Math Instructors, District Support Personnel).

Action Step: Teacher shadowing within the math department (Math Department Chair, Administrative Team, Math Instructors). |
| **Person Responsible** | Mary Stratos (mary.stratos@palmbeachschools.org) |
| Plan to Monitor Effectiveness | |
| **Description** | Continuous monitoring by the Administrative team through the use of math formative assessments (FSQs through the Unify portal), teacher-made examinations, District-created semester examinations, and professional learning community meetings (PLCs) to support the intended outcome and to monitor data.

The Administrative Team will meet to analyze and review the professional development needs of mathematics instructors and provide timely support for instructors as well as remediation for students based upon the most recent student data. The departmental instructional leaders will meet monthly to present data to one another in the interest of building their capacity as true learning team facilitators. |

Person Responsible   Mary Stratos (mary.stratos@palmbeachschools.org)

Activity #2	
Title	To ensure progress toward English Language Arts (ELA) Proficiency through targeted instruction in alignment with the District's Strategic Plan to support the expectations of the Graduation long-term outcome.
Rationale	Data indicate that 10th grade students struggle with reading proficiency (data was flat in 2018), and this has been a school trend for the last several years (ELA achievement is 40% in 2018, and 39% in 2017), working to approach the long-term outcome (LTO) goals set forth in the District's Strategic Plan.
Intended Outcome	The intended outcome is that students will achieve 50% proficiency on the 9th and 10th grade FSA during the 2019 school year.
Point Person	Mary Stratos (mary.stratos@palmbeachschools.org)

Action Step	
Description	Within the implementation of the Pillars of Instruction, students will be immersed in rigorous tasks that encompass the full intent of the Florida State Standards and content required by Florida State Statute 1003.42, continuing the development of a single school culture and appreciation of multicultural diversity in alignment with School Board Policy 2.09, with a focus on literacy across the content areas. Action Step: Students will engage in standards-based rigorous text, tasks, and talk surrounding the ELA curriculum, with a special focus on implementation of the Just Words program for our lowest-level readers (ELA Instructors, ELA Department Chair, Administrative Team). Action Step: 9th and 10th grade ELA instructors will participate in weekly PLCs designed to support individual student writing and reading proficiency in order to meet this goal and increase capacity to reach the LTO of the Strategic Plan (ELA instructors, Administrative Team). Action Step: The ELA Department and instructors from Social Studies and other content areas will participate in additional professional development, including targeted AVID strategies, throughout the year that are designed to increase student reading and writing proficiency (ELA instructors, Reading Instructors, Administrative Team). Action Step: A school cohort of teachers focused upon earning their reading endorsement begins this year on campus in order to increase capacity to reach the LTO of the Strategic Plan (Instructors across the content areas, Reading Coach, Administrative Team).
Person Responsible	Mary Stratos (mary.stratos@palmbeachschools.org)

Plan to Monitor Effectiveness	
Description	Continuous monitoring by the Administrative team through the use of FSQs in the Unify portal as well as PB Writes, teacher-made examinations, and semester examinations to support the intended outcome. The Administrative Team will meet to analyze and review the professional development needs of all instructors with regard to school-wide literacy and provide timely support for these instructors as well as remediation for students based upon the most recent student data. The departmental instructional leaders will meet monthly to present data to one another in the interest of building their capacity as true learning team facilitators.

Person Responsible   Mary Stratos (mary.stratos@palmbeachschools.org)

Activity #3	
Title	To ensure progress toward U.S. History proficiency through targeted instruction in alignment with the District's Strategic Plan to support the expectations of the Graduation long-term outcome.
Rationale	Data indicate that this component had the biggest gap when compared to the state average (school percentage was 48% in 2018, with 71% as the state average).
Intended Outcome	The intended outcome is that students will achieve a 61% proficiency on the U.S. History (USH) end-of-course examination, with the understanding that literacy instruction through this content area is an essential component of this outcome.
Point Person	Mary Stratos (mary.stratos@palmbeachschools.org)

Action Step	
Description	Within the implementation of the Pillars of Instruction, students will be immersed in rigorous tasks that encompass the full intent of the Florida State Standards and content required by Florida State Statute 1003.42, continuing the development of a single school culture and appreciation of multicultural diversity in alignment with School Board Policy 2.09, with a focus on literacy across the content areas.
	Action Step: Students will engage in standards-based rigorous text, tasks, and talk surrounding the U.S. History curriculum (USH Instructors, USH Department Chair, Administrative Team).
	Action Step: U.S. History teachers will receive and implement current district-suggested ancillary materials as well as additional standards-based targeted support materials to help students achieve the stated proficiency goal (U.S. History instructors, Administrative Team).
	Action Step: U.S. History teachers will participate in weekly PLCs to help build their capacity in order to assist students in achieving the proficiency target, with attention to the sharing and analyzation of rigorous tasks designed to increase content knowledge and literacy through the content (U.S. History teachers, Department Chair, Administrative Team).
	Action Step: U.S. History teachers will incorporate Word Wall strategies and explicit benchmark instruction into their daily routines, including U.S. History political cartoon analysis as a bellringer strategy designed to increase content knowledge and literacy through the content (U.S. History teachers, Department Chair, Administrative Team).
Person Responsible	Mary Stratos (mary.stratos@palmbeachschools.org)

Plan to Monitor Effectiveness	
Description	Continuous monitoring by the Administrative team through the use of NGSQs and USAs in the Unify portal, teacher-made examinations, and District semester examinationsto support the intended outcome.
	The Administrative Team will meet to analyze and review the professional development needs of USH instructors and provide timely support for these instructors as well as remediation for students based upon the most recent student data. The departmental instructional leaders will meet monthly to present data to one another in the interest of building their capacity as true learning team facilitators.

Person Responsible	[no one identified]

Activity #4	
Title	To ensure progress toward Biology proficiency through targeted instruction in alignment with the District's Strategic Plan to support the expectations of the Graduation long-term outcome.
Rationale	Students must take a Biology EOC to demonstrate course mastery (30% of their total grade), and data indicate that the school Science achievement was 55% in 2018, and the District science achievement was 72% in 2018.
Intended Outcome	The intended outcome is 70% proficiency in science achievement, with the understanding that literacy throughout the content areas is an essential component of this outcome.
Point Person	Mary Stratos (mary.stratos@palmbeachschools.org)

Action Step	
Description	Within the implementation of the Pillars of Instruction, students will be immersed in rigorous tasks that encompass the full intent of the Florida State Standards and content required by Florida State Statute 1003.42, continuing the development of a single school culture and appreciation of multicultural diversity in alignment with School Board Policy 2.09, with a focus on literacy across the content areas. Action Step: Students will engage in standards-based rigorous text, tasks, and talk surrounding the Biology curriculum (Biology Instructors, Science Department Chair, Administrative Team). Action Step: Biology teachers will participate in weekly PLCs in order to support assessed standards and rigorous coursework that will assist students in meeting the stated goal (Biology Instructors, Science Department Chair, District support personnel, and Administrative Team). Action Step: Biology teachers will work together to plan more labs for students that are aligned with the assessed benchmarks found on the Biology EOC (Biology Instructors, Science Department Chair, Administrative Team).
Person Responsible	Mary Stratos (mary.stratos@palmbeachschools.org)

Plan to Monitor Effectiveness	
Description	Continuous monitoring by the Administrative team through the use of NGSQs and USAs through the Unify portal, teacher-made examinations, and District semester examinations to support the intended outcome. The Administrative Team will meet to analyze and review the professional development needs of Biology instructors and provide timely support for these instructors as well as remediation for students based upon the most recent student data. The departmental instructional leaders will meet monthly to present data to one another in the interest of building their capacity as true learning team facilitators.
Person Responsible	Mary Stratos (mary.stratos@palmbeachschools.org)

Activity #5	
Title	To ensure progress toward the District's Graduation Rate goal of 90%.
Rationale	Focus on the proficiency areas above as well as the targeted instructional strategies associated with these areas will lead to a rise in the graduation rate, reaching the District's Strategic Plan's long-term outcome of at least 90%. Last year, the school graduation rate was 89%,
Intended Outcome	The intended outcome is that students in the Class of 2019 will graduate at a rate of 93%.
Point Person	Mary Stratos (mary.stratos@palmbeachschools.org)
Action Step	
Description	Within the implementation of the Pillars of Instruction, students will be immersed in rigorous tasks that encompass the full intent of the Florida State Standards and content required by Florida State Statute 1003.42, continuing the development of a single school culture and appreciation of multicultural diversity in alignment with School Board Policy 2.09, with a focus on literacy across the content areas that will lead to a rise in the graduation rate. Action Step: Graduation committee will meet weekly to track the progress of students and discuss data that impacts the graduation rate (Guidance Department, Administrative Team). Action Step: Personnel will mentor ten at-risk seniors through a "Club 134" themed intervention, and will support college trips for students and parents in order to bolster interest in post-graduation success (Guidance Department, Administrative Team). Action Step: Guidance and administration will hold regular parent meetings to communicate graduation readiness expectations and offer support to meet the graduation criteria. Additionally, parents will be notified bi-monthly by instructors regarding student progress reports through the SIS portal (Instructional Staff, Administrative Team). Action Step: Administration will increase electronic and in-person communication with parents in order to meet the graduation goal.
Person Responsible	Mary Stratos (mary.stratos@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	The Graduation committee will track credit, test mastery, absentee rate, discipline, community service, and GPA data regularly to monitor progress toward the intended outcome.
Person Responsible	Mary Stratos (mary.stratos@palmbeachschools.org)

Part IV: Title I Requirements

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Parents will be involved in targeted curricular meetings to improve student opportunities to graduate and earn scholarships to college. Parents are also involved, through SAC subcommittees, with setting instructional goals and action steps for the school.

The school will increase its communication with parents through electronic applications, school newsletters, and special call-outs to parents.

Parent meetings are scheduled on a regular basis with each grade level (in addition to monthly SAC meetings), CTE/IB and MYP program parent meetings, as well as open houses that provide parents will the opportunity to interact with school staff and ask questions about the progression of curriculum at the school.

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

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 provides a counselor who has partnered with FHCHS to provide mentorship opportunities for students at FHCHS.
• The "Adopt an AVID Freshman Program" encourages senior AVID students and staff members to take a freshman under their Falcon wing and provide mentorship.
• The "Take Stock in Children" program selects students for mentorship and weekly meetings
• FHCHS SGA students have created a "Friendly Falcon" program that interacts 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, cane 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.

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).

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 meets 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 teaches 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, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

Students will engage learning through small group instruction including extended learning opportunities that support individualized /differentiated instruction to include the infusion of content required by Florida Statute 1003.42 (2) and SB Policy 2.09 pertaining to Single School Culture.

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" imitative. 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.

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.

Part V: Budget

Total:	**$4,803.00**