2013-2014 SCHOOL IMPROVEMENT PLAN

Forest Hill Community High School

6901 PARKER AVE

West Palm Beach, FL 33405

561-540-2400

www.edline.net/pages/foresthillhighschool

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	83%

Alternative/ESE Center	Charter School	Minority Rate
No	No	86%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	C	C	B

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Forest Hill Community High Sch

Principal
Mary Stratos

School Advisory Council chair
Janine Spokoine

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jay Darr	Assistant Principal
Allison deGregory	Assistant Principal
Osvaldo Garcia	Assistant Principal
John Provenzano	Assistant Principal
Mary Wilson-Killeen	Assistant Principal

District-Level Information

District
Palm Beach

Superintendent
Mr. E. Wayne Gent

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Membership of the SAC includes at least one school administrator, one member of the community, five students, six parents, five teachers, and one member of the support staff. Of these members, one parent and one teacher will serve as co-chairs, one parent will serve as Historian, and one parent will serve as SAC Secretary.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

Agendas are set each month which include reports from the Principal, Student Government, and staff members involved with the creation and direction of the budget, the SIP, Title One, and grant requests.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Currently, several parents who are members of our SAC are also employees of the School Board, which takes our percentage out-of-compliance. Measures now in place to remedy this situation include recruiting parent members who are not employees of the District, as well as recruiting new community-based members and members with diverse backgrounds who are able to attend our monthly meetings. We are also seeking a support staff member who is able to meet with us on a monthly basis.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
6

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Mary Stratos		
Principal	Years as Administrator: 15	Years at Current School: 2
Credentials	Certified in Social Sciences, ESOL K-12, Masters in Educational Leadership	
Performance Record	2013 School Grade Pending 2012 School Grade: C	

Allison deGregory		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	Education Leadership, English 6 -12, ESOL Endorsement and Reading Endorsement
Performance Record	2013 School Grade Pending 2012 School Grade: C

Osvaldo Garcia		
Asst Principal	Years as Administrator: 5	Years at Current School: 5

Credentials	B.S. Psychology ESE K-12 certification, Elementary Education, and Physical Education K-12 M.Ed. Educational Leadership (all levels)
Performance Record	2013 School Grade Pending 2012 School Grade: C

John Provenzano		
Asst Principal	Years as Administrator: 9	Years at Current School: 2

Credentials	Masters in Special Education and Educational Leadership
Performance Record	2013 School Grade Pending 2012 School Grade: C

Mary Wilson-Killeen		
Asst Principal	Years as Administrator: 11	Years at Current School: 2

Credentials	B.A. in English/Music; M.A. in English; certified in Ed Leadership; School Principal (all levels); ELL and Reading Endorsement coursework
Performance Record	2013 School Grade Pending 2012 School Grade: C

Jay Darr		
Asst Principal	Years as Administrator: 15	Years at Current School: 9

Credentials	B.S Mathematics; M.Ed. Educational Leadership. Certifications: Elementary Education (1-6); Mathematics (6-12); Middle Grades Endorsement; School Principal (all Levels)
Performance Record	2013 School Grade Pending 2012 School Grade: C

Instructional Coaches

# of instructional coaches
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Heather Cleary

Full-time / School-based	Years as Coach: 2	Years at Current School: 15

Areas Mathematics

Credentials B.A. in Math, B.S. in Finance, M.A. in Math

Performance Record
2013 School Grade Pending
2012 School Grade: C

Shari Verge

Full-time / School-based	Years as Coach: 10	Years at Current School: 0

Areas Reading/Literacy

Credentials K-12 Reading Certification, K-12 Art Certification, M.A. in Reading

Performance Record
Palm Beach Lakes High School 2012 School Grade Pending
John F. Kennedy Middle School C-graded 2012

Classroom Teachers

# of classroom teachers
128

 # receiving effective rating or higher
100, 78%

 # Highly Qualified Teachers
94%

 # certified in-field
120, 94%

 # ESOL endorsed
29, 23%

 # reading endorsed
26, 20%

 # with advanced degrees
59, 46%

 # National Board Certified
5, 4%

 # first-year teachers
17, 13%

 # with 1-5 years of experience
28, 22%

 # with 6-14 years of experience
52, 41%

 # with 15 or more years of experience
35, 27%

Education Paraprofessionals

# of paraprofessionals
9

 # Highly Qualified
9, 100%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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 Learning Team Facilitator will provide on-going staff development throughout the year via learning team meetings and targeted professional development.
2. Implement Professional Learning Communities for teachers to dialogue and collaborate with their colleagues within the learning team structure. Administrators,Coaches,and Learning Team Facilitator 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.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective

Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school based RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ELL contact, school psychologist, classroom teacher, reading/math/science coaches, RtI/Inclusion Facilitator, Learning Team Facilitator (LTF), and guidance staff.
Members of the school based RtI Leadership Team work with the School Advisory Council (SAC) to help develop goals and objectives, especially with regard to SWPB supports, suspension reduction strategies, and dropout prevention. Utilization of the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focused attention on deficient areas will be discussed.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Teacher cadre and administrative supports have been constructed to maintain the integrity of the RtI process and to monitor its outcomes. Meetings are documented and data is reviewed to ascertain the effectiveness of proposed strategies and plans.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data sources and managements systems used to access and analyze data include, but are not limited to the following core and ancillary supportive data available at specified times throughout the school year: The Florida Comprehensive Assessment Test (FCAT), Curriculum -based Measurements (formative assessments), The Florida Assessment for Instruction in Reading (FAIR), Palm Beach County Fall Diagnostics, Palm Beach Writes, Progress Monitoring and Reporting Network (PMRN), Comprehensive English Language Learning Assessment (CELLA), FCAT Writes, ACT/SAT/PERT, office discipline referrals, and data regarding retentions as well as absences.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

In order to support understanding of MTSS and to build staff and parental capacity, stakeholders will be trained during faculty and learning team meetings by the school-based RtI facilitator, and throughout the year at School Advisory Council Meetings, Parent Nights, and Title I Meetings.
These in-service opportunities will include, but are not limited to, the following:
Developing the Problem-solving Model
Consensus building
Positive Behavioral Intervention and Support (PBIS)
Data-based decision-making to drive instruction
Progress monitoring
Selection and availability of research-based interventions

Tools utilized to identify specific discrepancies in reading.
Individual professional development will be provided to classroom teachers, as needed.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program

Minutes added to school year:

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.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

The school's Administrative Leadership Team.

Strategy: Before or After School Program

Minutes added to school year:

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

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

The school's Administrative Leadership Team.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Mary Stratos	Principal
Mary Wilson-Killeen	Assistant Principal
Shari Verge	Reading Coach
Heather Cleary	Math Coach
Carol Beaulieu	ESE Coordinator
Denise Leblanc	ESOL Coordinator
Tiffany Jones	Guidance Coordinator

How the school-based LLT functions

The LLT consists of our Principal, Assistant Principal overseeing Literacy, our Reading and Math Coach, our ESE and ESOL contacts, and Guidance Coordinator.
The function of the LLT is to implement a comprehensive reading program to address the needs of all students. The LLT meets to analyze data. Topics of discussion include technology usage, fluency rates, appropriate scheduling of students, grades, incentives, push-ins/pull-outs, and data chats.

Major initiatives of the LLT

The major initiative of our LLT this school year will be to address the overall school-wide percentage of students meeting high standards (proficiency) in Reading as well as improving the performance of our Level 3, 4, and 5 readers and the learning gains of all students.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers attend professional development regarding teaching reading strategies for each content area. The staff development consists of vocabulary strategies, de-coding strategies, building background knowledge, and implementing a rotational model where applicable that focuses upon purposeful reading of high-level text in preparation for college and future careers.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Beginning in the ninth grade, the International Baccalaureate program offers a continuum of coursework that prepares students for the diploma program in the upper grades. Courses are threaded together in such a way as to build a foundation of knowledge from year to year, and students are required to explore a personal project topic that helps students create an in-depth, relevant relationship between their studies and their futures after high school.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

The offerings of AP, MYP, and DP (SL and HL courses included) 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.
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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	40%	No	58%
American Indian				
Asian	79%	60%	No	81%
Black/African American	39%	21%	No	45%
Hispanic	52%	37%	No	57%
White	66%	70%	Yes	69%
English language learners	30%	21%	No	37%
Students with disabilities	34%	17%	No	41%
Economically disadvantaged	48%	35%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	262	18%	25%
Students scoring at or above Achievement Level 4	181	12%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		30%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		85%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	482	59%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	142	73%	80%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	91	39%	45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	47	19%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	51	22%	30%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	127	33%	40%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	260	60%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%	53%	Yes	52%
American Indian				
Asian				
Black/African American	40%	32%	No	46%
Hispanic	48%	55%	Yes	54%
White	49%	68%	Yes	54%
English language learners	57%	50%	No	61%
Students with disabilities	40%	26%	No	46%
Economically disadvantaged	43%	51%	Yes	49%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		45%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		68%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	156	47%	65%
Students in lowest 25% making learning gains (EOC)	44	49%	75%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	120	31%	35%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	220	40%	45%
Students scoring at or above Achievement Level 4	49	9%	12%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	104	29%	32%
Students scoring at or above Achievement Level 4	62	17%	20%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		55%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		55%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	157	37%	42%
Students scoring at or above Achievement Level 4	63	15%	20%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		15
Participation in STEM-related experiences provided for students	242	90%	95%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	1374	74%	76%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		94%	96%
Students taking one or more advanced placement exams for STEM-related courses	46	2%	3%
CTE-STEM program concentrators	142		175
Students taking CTE-STEM industry certification exams	242	13%	15%
Passing rate (%) for students who take CTE-STEM industry certification exams		26%	30%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	609	33%	35%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	609	33%	35%
Completion rate (%) for CTE students enrolled in *accelerated* courses		86%	88%
Students taking CTE industry certification exams	166	9%	11%
Passing rate (%) for students who take CTE industry certification exams		86%	88%
CTE program concentrators	370	20%	25%
CTE teachers holding appropriate industry certifications	9	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	31	2%	1%
Students in ninth grade with one or more absences within the first 20 days	44	10%	5%
Students in ninth grade who fail two or more courses in any subject	116	27%	15%
Students with grade point average less than 2.0	303	17%	10%
Students who fail to progress on-time to tenth grade	49	12%	8%
Students who receive two or more behavior referrals	278	16%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	239	14%	10%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	46	3%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	267	69%	90%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	41	64%	68%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	289	74%	77%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parent curriculum nights to include specific MYP and DP groups, as well as ELL parents and students.	3	1%	2%

Area 10: Additional Targets

Additional targets for the school

Forest Hill Community High School will infuse the content required by Florida Statute 1003.42(2) and S.B. 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 Sacrifices of Veterans.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
			100%

Goals Summary

G1. School-wide writing, as measured by FCAT Writes and District Diagnostic data, will increase to 90% Proficiency, defined as a score of 4.0 out of 6.0.

G2. Postsecondary Readiness and Career and Technical Education opportunities for Language Minority students will increase by 25% during the 2013-2014 school year.

G3. The school's Graduation Rate for 2013 will increase to 90%.

Goals Detail

G1. School-wide writing, as measured by FCAT Writes and District Diagnostic data, will increase to 90% Proficiency, defined as a score of 4.0 out of 6.0.

Targets Supported
- Writing

Resources Available to Support the Goal
- Printers and printing supplies.
- Provide parents with writing workshops in collaboration with student learning (Part-time In-system).

Targeted Barriers to Achieving the Goal
- Student opportunities to address real-world writing experiences with parental support and publish in-house.

Plan to Monitor Progress Toward the Goal

Progress toward 90% proficiency.

Person or Persons Responsible
Writing coach, administrative team.

Target Dates or Schedule:
Monthly.

Evidence of Completion:
District EDW reports, state writing data.

G2. Postsecondary Readiness and Career and Technical Education opportunities for Language Minority students will increase by 25% during the 2013-2014 school year.

Targets Supported

- CTE

- Parental Involvement

- EWS - Graduation

Resources Available to Support the Goal

- Professional development for teachers, access to lab materials, and support in providing real-life scientific career and technical educational opportunities.

Targeted Barriers to Achieving the Goal

- Access and application to real-life experiences that include scientific career and technical education opportunities and diverse educational choices for ELL students.

- Access to extended learning opportunities.

Plan to Monitor Progress Toward the Goal

Increasing postsecondary readiness for scientific career and technical education and increasing opportunities for language minority students.

Person or Persons Responsible
Administrative team.

Target Dates or Schedule:
Monthly.

Evidence of Completion:
Purchase orders, sign-in sheets, PD calendars.

G3. The school's Graduation Rate for 2013 will increase to 90%.

Targets Supported

-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
- EWS - High School
- EWS - Graduation
-

Resources Available to Support the Goal

- Extended reading and math materials and supplies including retake resources, classroom furniture to support instruction, electronic readers and software to enhance independent reading and guided instruction in both subjects necessary for graduation.

- Tutorials and instructional practice in reading and math beyond the regular school day.

- A Reading and Math coach who will model lessons and provide professional development to staff members.

- Increasing student access to real-world application of reading and math instruction via professional development for staff members.

- Communications to school community including parent notification of school events created to enhance student achievement.

- Paraprofessional dedicated to increasing family involvement.

- Supplies to increase student accessibility to post-secondary college entrance examinations and materials.

- iMacs to increase student access to industry certification success.

- Substitutes for Title I funded classroom teachers.

- In-county travel and registrations for staff development connected to application submittal of IBCC to IBO.

Targeted Barriers to Achieving the Goal

- Instructional practice, depth of content knowledge, grade-appropriate resources, external factors, the plateau effect (the influence of new or previously-used instructional materials), and community involvement.

Plan to Monitor Progress Toward the Goal

Monitoring progress toward meeting the school's graduation rate for 2013, which is 90%.

Person or Persons Responsible
Leadership Team.

Target Dates or Schedule:
Monthly.

Evidence of Completion:
EDW reports, statewide data results.

Action Plan for Improvement

Problem Solving Key

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

G1. School-wide writing, as measured by FCAT Writes and District Diagnostic data, will increase to 90% Proficiency, defined as a score of 4.0 out of 6.0.

G1.B1 Student opportunities to address real-world writing experiences with parental support and publish in-house.

G1.B1.S1 Provide printers, printing supplies, and parental workshops to support student writing success.

Action Step 1

Provide equipment, materials and supplies necessary for success.

Person or Persons Responsible

Administrative team, writing coach, teachers.

Target Dates or Schedule

Daily and during specified parental workshops.

Evidence of Completion

Purchase orders, sign-in sheets.

Facilitator:

Writing coach, teachers.

Participants:

Teachers, parents, students.

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

Progress toward the goal of 90% proficiency.

Person or Persons Responsible

Writing coach, teachers, administrative team.

Target Dates or Schedule

Monthly, with Palm Beach Writes data as well as Forest Hill Writes data.

Evidence of Completion

EDW reports containing Palm Beach Writes data, as well as student publications of writing.

Plan to Monitor Effectiveness of G1.B1.S1

Reaching the goal of 90% proficiency on measured assessments, both formative and summative.

Person or Persons Responsible

Writing coach and administrative team.

Target Dates or Schedule

Monthly until FCAT Writes assessment.

Evidence of Completion

EDW reports and state-wide comparison data.

G2. Postsecondary Readiness and Career and Technical Education opportunities for Language Minority students will increase by 25% during the 2013-2014 school year.

G2.B1 Access and application to real-life experiences that include scientific career and technical education opportunities and diverse educational choices for ELL students.

G2.B1.S1 Provide classroom instructional materials for hands-on classroom labs.

Action Step 1

Providing professional development and classroom instructional materials for teachers.

Person or Persons Responsible

Administration, coaches, departmental instructional leaders, off-site professional developers.

Target Dates or Schedule

Monthly, full-day PDs.

Evidence of Completion

Calendars of PD, sign-in sheets.

Facilitator:

Various PD facilitators.

Participants:

CTE, Science, and instructors devoted to expanding opportunities for ELL students.

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Access to appropriate materials and trainings.

Person or Persons Responsible

Administrative team.

Target Dates or Schedule

As needed.

Evidence of Completion

Purchase orders, PD documentation.

Plan to Monitor Effectiveness of G2.B1.S1

Access to materials and professional development for teachers involved with initiative.

Person or Persons Responsible

Administrative team.

Target Dates or Schedule

Monthly.

Evidence of Completion

Purchase orders, sign-in sheets.

G3. The school's Graduation Rate for 2013 will increase to 90%.

G3.B1 Instructional practice, depth of content knowledge, grade-appropriate resources, external factors, the plateau effect (the influence of new or previously-used instructional materials), and community involvement.

G3.B1.S1 Provide materials, resources, equipment, software, coaches, professional development and communications to raise the school's graduation rate.

Action Step 1

Provide best instructional practices and materials geared toward increasing the school's graduation rate.

Person or Persons Responsible

Coaches, instructors, administrative team.

Target Dates or Schedule

Daily.

Evidence of Completion

Formative and summative assessments, professional development calendars, documentation of communications to family and community members.

Facilitator:

Various PD facilitators.

Participants:

Faculty and staff members.

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Progress toward the goal of 90% graduation rate.

Person or Persons Responsible

Leadership Team Members.

Target Dates or Schedule

Monthly.

Evidence of Completion

EDW reports, formative and summative assessments, course completion rates.

Plan to Monitor Effectiveness of G3.B1.S1

Reaching the goal of 90% graduation rate.

Person or Persons Responsible

Leadership Team.

Target Dates or Schedule

As data becomes available.

Evidence of Completion

Achievement of graduation goal.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Forest Hill Community High School implements a Single School Culture by following a School-wide Positive Behavior Support Program that shares universal guidelines for success with students and parents. Our school's Leadership Team follows the District-supported behavioral matrix, teaches and monitors expected behaviors, and updates action plans at leadership and Learning Team Meetings. Our school instills a respect for and celebration of multicultural diversity through school-wide celebrations and events, structured lessons, our antibullying campaign, and through the implementation of SwPBS programs.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

G1. School-wide writing, as measured by FCAT Writes and District Diagnostic data, will increase to 90% Proficiency, defined as a score of 4.0 out of 6.0.

G1.B1 Student opportunities to address real-world writing experiences with parental support and publish in-house.

G1.B1.S1 Provide printers, printing supplies, and parental workshops to support student writing success.

PD Opportunity 1

Provide equipment, materials and supplies necessary for success.

Facilitator

Writing coach, teachers.

Participants

Teachers, parents, students.

Target Dates or Schedule

Daily and during specified parental workshops.

Evidence of Completion

Purchase orders, sign-in sheets.

G2. Postsecondary Readiness and Career and Technical Education opportunities for Language Minority students will increase by 25% during the 2013-2014 school year.

G2.B1 Access and application to real-life experiences that include scientific career and technical education opportunities and diverse educational choices for ELL students.

G2.B1.S1 Provide classroom instructional materials for hands-on classroom labs.

PD Opportunity 1

Providing professional development and classroom instructional materials for teachers.

Facilitator

Various PD facilitators.

Participants

CTE, Science, and instructors devoted to expanding opportunities for ELL students.

Target Dates or Schedule

Monthly, full-day PDs.

Evidence of Completion

Calendars of PD, sign-in sheets.

G3. The school's Graduation Rate for 2013 will increase to 90%.

G3.B1 Instructional practice, depth of content knowledge, grade-appropriate resources, external factors, the plateau effect (the influence of new or previously-used instructional materials), and community involvement.

G3.B1.S1 Provide materials, resources, equipment, software, coaches, professional development and communications to raise the school's graduation rate.

PD Opportunity 1

Provide best instructional practices and materials geared toward increasing the school's graduation rate.

Facilitator

Various PD facilitators.

Participants

Faculty and staff members.

Target Dates or Schedule

Daily.

Evidence of Completion

Formative and summative assessments, professional development calendars, documentation of communications to family and community members.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	School-wide writing, as measured by FCAT Writes and District Diagnostic data, will increase to 90% Proficiency, defined as a score of 4.0 out of 6.0.	$15,795
G2.	Postsecondary Readiness and Career and Technical Education opportunities for Language Minority students will increase by 25% during the 2013-2014 school year.	$39,491
G3.	The school's Graduation Rate for 2013 will increase to 90%.	$278,168
	Total	$333,454

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Professional Development	Total
Title I Budget	$293,963	$0	$293,963
Title I Budget.	$0	$39,491	$39,491
Total	$293,963	$39,491	$333,454

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. School-wide writing, as measured by FCAT Writes and District Diagnostic data, will increase to 90% Proficiency, defined as a score of 4.0 out of 6.0.

G1.B1 Student opportunities to address real-world writing experiences with parental support and publish in-house.

G1.B1.S1 Provide printers, printing supplies, and parental workshops to support student writing success.

Action Step 1

Provide equipment, materials and supplies necessary for success.

Resource Type

Evidence-Based Materials

Resource

Technology and printing supplies to address real-world writing experiences for students and professional development for parents.

Funding Source

Title I Budget

Amount Needed

$15,795

G2. Postsecondary Readiness and Career and Technical Education opportunities for Language Minority students will increase by 25% during the 2013-2014 school year.

G2.B1 Access and application to real-life experiences that include scientific career and technical education opportunities and diverse educational choices for ELL students.

G2.B1.S1 Provide classroom instructional materials for hands-on classroom labs.

Action Step 1

Providing professional development and classroom instructional materials for teachers.

Resource Type

Professional Development

Resource

Professional development and instructional materials for teachers.

Funding Source

Title I Budget.

Amount Needed

$39,491

G3. The school's Graduation Rate for 2013 will increase to 90%.

G3.B1 Instructional practice, depth of content knowledge, grade-appropriate resources, external factors, the plateau effect (the influence of new or previously-used instructional materials), and community involvement.

G3.B1.S1 Provide materials, resources, equipment, software, coaches, professional development and communications to raise the school's graduation rate.

Action Step 1

Provide best instructional practices and materials geared toward increasing the school's graduation rate.

Resource Type

Evidence-Based Materials

Resource

Materials, supplies, coaches, technology, communication, and the professional development for successful implementation of best instructional practices to raise the school's graduation rate.

Funding Source

Title I Budget

Amount Needed

$278,168