Forest Hill Community High School

leadership
analysis
students
college and career
Florida
mission
ambitious
school improvement
family and community involvement
striving
achievement
relationships
teaching
areas of focus
success
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strategic planning
collaboration
vision
learning
supportive environment
growth

2019-20 Schoolwide Improvement Plan

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Forest Hill Community High School

6901 PARKER AVE, West Palm Beach, FL 33405

https://fhhs.palmbeachschools.org

Demographics

Principal: Esther Rivera

Start Date for this Principal: 8/27/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (50%) 2016-17: C (44%) 2015-16: C (43%) 2014-15: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](http://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.

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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)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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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-mindedness.

Provide the school's vision statement.

Staff and community of Forest Hill Community High School are dedicated to building an academic climate centered on 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	Job Duties and Responsibilities
Rivera, Esther	Principal	The leadership team works together with the principal to review school data, including formative and summative assessments, attendance, school climate and culture indicators to help guide the school in a collaborative practice of shared decision-making. The principal guides the discussion of school accountability and helps the team set their goals in motion.
Killeen, Mary	Assistant Principal	Mrs. Wilson-Killeen, as the senior administrator on campus, has been responsible for writing our School Improvement Plan for the last eight years in conjunction with the School Advisory Council and other members of the Leadership Team. She also works with the Fine and Performing Arts instructors, Social Studies teachers, and P.E. as well as JROTC instructors. She is also the 9th Grade Assistant Principal.
Mcdonnough, Pamela	Assistant Principal	Mrs. McDonnough works with our 11th graders as their assistant principal as well as AVID, LIA, English, Reading, and ESOL teachers.
Burk, Lauren	Teacher, K-12	Ms. Burk is our SGA Sponsor and is an AVID instructor on campus. She sponsors the senior class and attends SAC meetings to support the SGA President and students involved in SAC activities and reports.
Proby, Tammatha	School Counselor	Mrs. Proby is our Guidance Coordinator and works with our most at-risk seniors on campus.
Skowron, Marlaina	Teacher, K-12	Mrs. Skowron is our SAC Chairperson and IB Department Chairperson.
Stell, Jameson	Teacher, K-12	Mr. Stell is our lead Latinos-in-Action instructor and an advocate for ESOL students.
Kotouch, Ronald	Dean	Coach Ron is our Athletic Director and works closely with the mentoring of our at-risk students who are also athletes.
Saarela-Vening, Saara	Assistant Principal	Dr. Vening is our AP/IB/AICE and Choice Programs administrator on campus, and assists our SAC Chair with compliance.
Emmanuel-Kelly, Yamilee	Teacher, K-12	Ms. Emmanuel-Kelly is our Social Studies DIL and provides instructional coaching for our US History teachers and runs their PLCs.
Folino, Michael	Teacher, K-12	Mr. Folino is a math instructor and also takes on the responsibilities of a math coach to support our Algebra and Geometry teachers.

Name	Title	Job Duties and Responsibilities
Verge, Shari	Instructional Coach	Ms. Verge is our Literacy Coach and provides professional development to all staff, provides reading and English PLCs for our instructors, and works with at-risk students in literacy tutorials.
Hardin, Angela	Instructional Coach	Mrs. Hardin is our Science Coach. She works with teachers during their PLCs, tutors students, and collects data to share with our team members.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	649	643	619	567	2478
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	82	90	128	163	463
One or more suspensions	0	0	0	0	0	0	0	0	0	95	85	76	61	317
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	199	224	188	122	733
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	256	274	259	151	940

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	186	195	192	127	700

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	0	0	1	22	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	2	3	17	24

FTE units allocated to school (total number of teacher units)
151

Date this data was collected or last updated
Friday 10/4/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	187	222	199	188	796

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	187	222	199	188	796

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	44%	57%	56%	39%	55%	53%
ELA Learning Gains	45%	51%	51%	40%	50%	49%
ELA Lowest 25th Percentile	37%	43%	42%	31%	45%	41%
Math Achievement	47%	54%	51%	27%	48%	49%
Math Learning Gains	41%	45%	48%	34%	44%	44%
Math Lowest 25th Percentile	29%	43%	45%	35%	38%	39%
Science Achievement	54%	73%	68%	51%	71%	65%
Social Studies Achievement	63%	74%	73%	54%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	649 (0)	643 (0)	619 (0)	567 (0)	2478 (0)
Attendance below 90 percent	82 (80)	90 (109)	128 (124)	163 (205)	463 (518)
One or more suspensions	95 (64)	85 (68)	76 (58)	61 (0)	317 (190)
Course failure in ELA or Math	199 (244)	224 (206)	188 (205)	122 (0)	733 (655)
Level 1 on statewide assessment	256 (295)	274 (281)	259 (146)	151 (0)	940 (722)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	43%	56%	-13%	55%	-12%
	2018	41%	56%	-15%	53%	-12%
Same Grade Comparison		2%				
Cohort Comparison						
10	2019	37%	54%	-17%	53%	-16%
	2018	32%	55%	-23%	53%	-21%
Same Grade Comparison		5%				
Cohort Comparison		-4%				

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
2019	50%	69%	-19%	67%	-17%
2018	51%	67%	-16%	65%	-14%
Compare		-1%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	55%	69%	-14%	70%	-15%
2018	45%	68%	-23%	68%	-23%
Compare		10%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	27%	64%	-37%	61%	-34%
2018	29%	62%	-33%	62%	-33%
Compare		-2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	56%	60%	-4%	57%	-1%
2018	34%	57%	-23%	56%	-22%
Compare		22%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	13	33	33	28	34	21	35	54		91	23
ELL	24	42	40	35	33	34	40	40		82	59
BLK	26	31	23	37	27	17	46	59		84	46
HSP	43	46	40	46	40	33	51	61		92	58
MUL	50	32					73	67			
WHT	64	58	56	63	56	25	78	76		93	54
FRL	40	43	37	46	39	30	51	61		90	54
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
HSP	40	44	36	33	46	46	56	46		89	61
MUL	40	45		44	26		50				

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
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	558
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math L25 Learning Gains 29% (-19) and MATH PYG ALL (dropped sig. from 1.28 to .50). Student scheduling issues contributed to this decline in learning gains.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math L25 Learning Gains 29% (-19) and MATH PYG ALL (dropped sig. from 1.28 to .50). Student scheduling issues contributed to this decline in learning gains.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science Achievement and Math Lowest 25% Learning Gains had the same gap (14 points), with Science Achievement at 54% compared to the state's 68%, and Math Lowest 25% Learning Gains were 29% compared to the state's 45%. Additionally, ELA Achievement was 44% compared to the state's 56%, a 12 point gap.

Science Achievement is one percentage point lower than the previous year, and has remained stagnant over the past two years. Math Lowest 25% Learning Gains had the largest drop after achieving a large gain the previous year. ELA Achievement as well as ELA Learning Gains have remained fairly steady without achieving many significant gains over the past several years, especially at the tenth grade level.

In math classes during the previous year, the school implemented some push-ins in Liberal Arts and Algebra I classes to assist with standards-based instruction. The previous year's in-class tutorial and use of formative assessments seemed to help students achieve targets.

Which data component showed the most improvement? What new actions did your school take in this area?

Social Studies Achievement moved from 48% to 63%, a 15 point gain that exceeded last year's SIP goal. The Assistant Principal in charge of this area (Mrs. Wilson-Killeen) worked with the department to provide word walls with the incidental vocabulary found on the EOC, provided bellringers that focused upon the weakest data area (political cartoons), employed a full two weeks of review time before the exam, and worked with the department to create an incentive program for students who would be taking the exam.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

According to our ESSA data, Black Students and Students with Disabilities scored at less than the 41% Federal threshold standard, and we must address the achievement levels in reading and math for these subgroups.

Additionally, the Early Warning Indicator data reveals that our attendance rate and course failures are areas of concern as well.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Math Lowest 25% Learning Gains (focusing on ESSA subgroups as well as all tested students, for math, ELA and science as listed here and following)
2. ELA Lowest 25% Learning Gains
3. Science Proficiency
4. ELA Proficiency
5. ELA Learning Gains

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure student achievement in Literacy, Numeracy, and Science in alignment with District LTO #3 (Grad Rate) and meet our WIG (Move School Grade from C to B), with a focus on ESSA subgroups.
Rationale	Identified in our school SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis, ELA Lowest 25% Learning Gains (37%, same as FY18), Math Lowest 25% Learning Gains (29%, a drop of 19%), Math Learning Gains (41%, or a drop of 4%), and Science Proficiency (54%, or a drop of 1%) were identified as the top areas in need of improvement. Science Achievement and Math L25 LGs had a 14 point gap compared with the state, and Science was 54% compared to state's 68%. ELA was 44% compared to state's 56%, a 12 point gap. Science and ELA achievement have remained stagnant over the past two years, with 10th grade ELA experiencing drops in the cohort achievement percentage over several years, bolstering the need for support at this time, including attention to ESSA Black and SWD subgroups.

State the measurable outcome the school plans to achieve	Our measurable goals to accomplish by the end of SY20 in Literacy, Numeracy and Science are the following: Move ELA Proficiency from 44% to 50%. Move ELA L25 LGs from 27% to 42%. Move LA LGs from 45% to 50%. Move Math Proficiency from 47% to 52%. Move Math LGs from 41% to 46%. Move Math L25 LGs from 29% to 35%. Move Science Proficiency from 54% to 60%. Although not identified as weaknesses in our SWOT Analysis or Needs Assessment, the following goals will assist in our reaching the School Grade WIG by the end of SY20: Move U.S. History Proficiency from 63% to 68%. Move Graduation Rate from 92.3% to 95%. Move College and Career Performance from 56% to 60%.
Person responsible for monitoring outcome	Mary Killeen (mary.killeen@palmbeachschools.org)
Evidence-based Strategy	1. Students will be remediated and enriched through a specific instructional focus on writing strategies, professional development on writing strategies for targeted 9/10 ELA and World History teachers, PBPA calibration with targeted teachers, "No Red Ink" program to support grammar standards, and Writing Goal Sheets and Standards of the Week in ELA Classes. Reading Coach will also facilitate PD and create targeted lessons and initiate boot camps. 2. Math instructors will participate in standards-based PD to ensure student achievement, Peer Modeling for math instructors in critical courses needed for graduation readiness will be implemented, and teacher shadowing will occur within the math department. 3. Science instructors will remediate and enrich students through boot camps such as "Cinco de Bio," focus on remediating tested science standards with targeted bellringers, and participate in standards-based professional development.
Rationale for Evidence-	1.Standards-based teaching and learning in the English language arts and math curricula is research-based and ensures higher accountability(holding teachers and schools responsible for what happens within classrooms). The practice of aligning learning to

	standards helps to ensure that higher levels of learning are attained.
based Strategy	2. The use of "No Red Ink" as a program to support grammar is linked to some success seen last year with writing scores here at our school. Targeted lessons and boot camps are all standards-based and have assisted our school in raising our graduation rate over the past several years. 3. Standards-based teaching and learning in the sciences is research-based and ensures higher accountability in all courses.

Action Step

Description	1. The school will identify students in need of additional support in Literacy, Numeracy and Science (most notably students within the target ESSA subgroups) and will create in-school and after-school learning opportunities to support their growth. 2. The school will provide opportunities to celebrate course success and completion in order to increase the school graduation rate (LTO #3). 3. The school will provide standards-based professional development for teachers in the areas of Literacy, Numeracy, Science, and US History where needed, as based upon current school data. 4. Targeted, standards-based instructional materials will be used to support the Wildly Important Goal of moving the school grade from C to B. 5. Monitoring for fidelity of implementation of standards-based strategies will be done through data analysis of student progress, attendance, classroom walk-throughs and teacher observations.
Person Responsible	Mary Killeen (mary.killeen@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In alignment with the District's Strategic Plan and with the goal to increase the academic instruction of all students, students immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and climate with an appreciation of multicultural diversity in alignment with S.B. Policy 2.09 with a focus on the instruction of:
*The History of the Holocaust,including guest speakers on our campus,
*The History of African Americans,
*The Study of the contributions of Hispanics and Women to the U.S., and
*The sacrifices of Veterans during their service to our country. Within our school, teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the schools' SwPBS universal guidelines of students practicing being responsible, respectful and ready to learn. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures for a single school culture of excellent.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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 the opportunity to interact with school staff and ask questions about the progression of curriculum at the school.

Additionally, a Falcon News flyer is sent home to parents on a monthly basis and is available electronically on our website.

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.

SEL practices and curricula are newly in-place this year to identify and support students' counseling needs. Additionally, students who need coaching and mentoring are identified for a new Check and Connect mentoring program that will be monitored monthly via special software.

The TRIO program provides a counselor who has partnered with FHCHS to provide mentorship opportunities for students.

"Latinos in Action" is course provided at FHCHS to empower Latinx youth to lead and strengthen their communities through college and career readiness.

The FHCHS Guidance Department also works closely with students to provide social-emotional support, and the School-based Team process is in place for academic and behavioral referrals for support, including behavioral and attendance contracts.

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.

Students are encouraged to stay on-track for graduation through participation in Honor Roll Ceremonies each quarter.

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) with a focus on SEL-practices.

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 teachers with increased training to develop their instructional leadership skills, and this will allow them to help increase teacher capacity for all courses, including accelerated courses, vocational and academies as well as core classes.

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.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To ensure student achievement in Literacy, Numeracy, and Science in alignment with District LTO #3 (Grad Rate) and meet our WIG (Move School Grade from C to B), with a focus on ESSA subgroups.				$5,894.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			0581 - Forest Hill Community High Sch			$5,894.00
			Notes: Items, incentive programs such as Honor Roll and tutorial/boot camp services to support our Wildly Important Goal: Move the School Grade from C to B.			
					Total:	**$8,894.00**