Forest Hill Community High School

2020-21 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: 8/16/2019

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.

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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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 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	86%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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-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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Rivera, Esther	Principal	The principal monitors the execution of the SIP by reviewing 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.
Mcdonnough, Pamela	Assistant Principal	Dr. Pamela McDonnough is responsible for the execution of SIP items in relation to the twelfth grade students, and the ELA and Reading departments. She is also responsible for developing and monitoring schoolwide Professional Learning Communities (PLCs) and creating school wide staff professional development.
Burk, Lauren	Administrative Support	Ms. Lauren Cook is our Single School Culture Coordinator, AVID Coordinator, and is responsible for implementing the SIP for all students and teachers by conducting appropriate school-wide professional development and PLCs driven by data-analysis.
Proby, Tammatha	School Counselor	Mrs. Tammatha Proby is the lead guidance counselor and is primarily responsible for the senior students and working closely with our most academically at-risk students. In addition to providing counseling services, she offers recommendations to teachers, students, and family members with interventions needed to improve the learning for all students.
Skowron, Marlaina	Teacher, K-12	Mrs. Marlaina Skowron is our SAC Chairperson and Accelerated Course department chair. She facilitates monthly SAC meetings and informs all stakeholders of information relevant to school-improvement activities.
Kotouch, Ronald	Teacher, K-12	Mr. Ron Kotouch serves as the Athletic Director and a Social Science educator on campus. He is responsible for mentoring and providing academic support for the at-risk student scholars, as well as, organizing community involvement events.
Saarela-Vening, Saara	Assistant Principal	Dr. Saara Saarela-Vening is responsible for the execution of SIP items in relation to the International Baccalaureate, AICE, and AP students. She also serves as the lead administrator for the masterboard and supervises the academy programs and career and technical education electives.
Verge, Shari	Instructional Coach	Ms. Shari Verge is our Literacy Coach and is responsible for implementing the SIP for all students and teachers by conducting appropriate school-wide literacy professional development and PLCs driven by data-analysis.

Name	Title	Job Duties and Responsibilities
Hardin, Angela	Instructional Coach	Mrs. Angela Hardin is our Science Coach and is responsible for implementing the SIP for all students and teachers by conducting appropriate professional development and PLCs driven by data-analysis for her department.
Wells, Ryan	Instructional Coach	Mr. Ryan Wells serves as the instructional coach for all math subject areas. He is responsible for implementing the SIP for all students and teachers by conducting appropriate professional development and PLCs driven by data-analysis for the mathematics department.
Palan, Vanessa	Administrative Support	Mrs. Vanessa Palan is the ESOL Coordinator. She is primarily responsible for working with stakeholders regarding all facets of the ELL process that includes: facilitating Department meetings to ensure ESOL students are receiving strategies that are aligned with their Limited English Proficiency (LEP) status and providing resources and recommendations based on data-analysis.
Malone, Barbara	Administrative Support	Ms. Barbara Malone is the IB MYP and CTE/Choice Program Coordinator. Her responsibilities include the development and organization of curriculum for the International Baccalaureate Middle Years Program and promoting the academy programs on campus.
Loyd, Antonio	Assistant Principal	Mr. Antonio Loyd is responsible for the execution of SIP items in relation to the tenth grade students and the Social Science, ELL, and E2020 departments. He is also responsible for providing effective leadership through classroom walkthroughs, PLCs, and data-analysis.
Permenter, Demetrius	Assistant Principal	Dr. Demetrius Permenter is responsible for the execution of SIP items in relation to the eleventh grade students and the Science department. He is also responsible for providing effective leadership through classroom walkthroughs, PLCs, and data-analysis.
Provenzano, John	Assistant Principal	Mr. John Provenzano is the lead assistance principal and is responsible for the execution of SIP items in relation to the ninth grade students and ESE and math department. He is also responsible for developing and monitoring schoolwide crisis response plan and safety procedures.

Demographic Information

Principal start date
Friday 8/16/2019, Esther Rivera

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

25

Total number of teacher positions allocated to the school

152

Demographic Data

2020-21 Status (per MSID File)	Active
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SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
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Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	639	661	646	643	2589
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	59	63	56	140	318
One or more suspensions	0	0	0	0	0	0	0	0	0	55	47	52	39	193
Course failure in ELA	0	0	0	0	0	0	0	0	0	160	251	136	149	696
Course failure in Math	0	0	0	0	0	0	0	0	0	183	220	166	128	697
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	177	185	0	0	362
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	15	122	98	19	254
FY20 ELA Winter Diag Level 1&2	0	0	0	0	0	0	0	0	0	308	344	0	0	652

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	128	217	209	191	745

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	26	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	2	3	5	14

Date this data was collected or last updated

Wednesday 7/29/2020

Prior Year - As Reported

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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

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	
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	141	231	204	181	757

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	3	2	17	24

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	0 (0)

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	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%

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
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

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
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				
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0

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.

When looking at the subgroup data for FY 19, our "Students with Disabilities" or SWD population shows the lowest performance rate in Math and ELA. Some of the found contributing factors were: low foundational skills in reading and math, turnover within the ESE department in content areas, and an insufficiency of participation and involvement in Professional Learning Communities (PLCs). This is a trend because with frequent turnover and a meager attendance in PLC's within the department, it can be difficult to build capacity.

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

When looking at our overall school achievement data, the metric for measuring student success as it relates to "Math Lowest 25%" had a 19 percentage point decline from 2018 to 2019. In addition, our school demonstrated a 14 and 16 percentage gap when compared to the District and state, respectively. Barriers contributing to the decline were: increase of ninth grade students entering with low mathematics foundational skills (more students consistently level 1 track since Elementary school), turnover of educators in accountable courses, and more professional development opportunities for teachers in accountable areas.

Mid-year FY20 District Winter Midterm Exam:
- Math achievement: 10% pass rate

Comparing FY20 District Winter Midterm Exam to FY19 District Winter Midterm Exam:
- Algebra I: (FY19): 5% (FY20): 1% > -4%
- Geometry: (FY19): 21% (FY20): 9% > -12%

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.

The component with the greatest gap when compared to the State averages was the "Math Lowest 25%" cell as FHCHS's rate was at 29%, the District was at 43% and State was at 45% achievement.

Factors contributing to this gap were: historically low mathematics foundational skills for incoming ninth grade students, a FH course progression plan that was not beneficial for student growth, and a need for more structured Professional Learning Communities among teachers in accountable courses.

Mid-year FY20 District Winter Midterm Exam:

- Math achievement: 10% pass rate

Comparing FY20 District Winter Midterm Exam to FY19 District Winter Midterm Exam:
- Algebra I: (FY19): 5% (FY20): 1% > -4%
- Geometry: (FY19): 21% (FY20): 9% > -12%

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

Our data shows the most improvement was within the social studies department on the US History End of Course exam, at a 15% increase from 48% in 2018 to 63% in 2019.

Action steps taken by Department Instructional Leader and instructional staff within the Social Studies team, during the FY 19 school year, that contributed to the improvements in this area were:
- Utilized NGSQ/USA data to check for frequent understanding
- Implemented a student incentive program to motivate students throughout the year
- Collaborated with PBCSD personnel to follow pace of District focus calendar
- Continuous review of standards through the use of word walls and bell ringers
- Faculty members from the department became a part of a reading endorsement cohort on campus as a way to better implement reading strategies in social studies courses
- Employed a full two weeks of review boot camps prior to test administration

Mid-year FY 20 District Winter Exam data:
- 56% pass rate

Comparing FY 20 District Winter Diagnostic to FY 19 Diagnostic:
- (+4 pts.)

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Two areas of concern after analyzing EWS data are:
1. Level 1 on state assessments- Assessments are a fair metric to gauge student learning. Due to the amount of students scoring level one on the state-wide assessments solidifies our concern with how many students are performing 1 to 2 or more years below grade level hinders the natural trajectory of the scholar's educational pathway to success.

2. Course Failures (ELA and Math)- This year we changed our grading scale to mirror state weighting as it relates to assessments (30%-70% model). This new system should help with understanding the correlation of student success in English Language Arts and math with students' EOC and FSA exams.

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

At Forest Hill Community High School, we are dedicated to the whole student and providing a climate that supports a growth mindset in academics and social emotional learning. Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. All teachers, including elective teachers collaborated to ensure student success.
Ensuring learning gains & progress for ESSA categorized sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers

ensuring lessons are planned based on the specific needs of the students.

Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided during staff meetings and on professional development days. Leadership will be assigned to support the students and build relationships with them to motivate and ensure their attendance.

Continue to increase graduation rate. Transcripts are audited to ensure academic tract. We have School Based Teams to review data and provide progress monitoring for all student to have potential to be successful. We want to be certain all our students are given opportunity for success. We developed an incentive program to further support.

Our stakeholders believe that if we stay focused on what is right for all scholars served, we will be able to positively impact the following areas:

1. Math Learning Gains
2. Math Proficiency L25
3. ELA Learning Gains
4. ELA Proficiency L25
5. Science Achievement

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	A large amount of attention for SY21 will be placed on increasing student learning gains within the Math accountable areas. In doing so, Forest Hill will ensure the Long Term Outcome (LTO) #3 Increase the High School Graduation Rate and LTO #4 Foster Post Graduate Success. As mentioned in Analysis Part C, the results from SY19 in the lowest 25% in math was our lowest performing category when comparing SY18 and SY19 data with a 19 point decline.
Measurable Outcome:	Mid-year FY20 District Winter Midterm Exam: - Math achievement: 10% pass rate Comparing FY20 District Winter Midterm Exam to FY19 District Winter Midterm Exam: - Algebra I: (FY19): 5% (FY20): 1% > -4% - Geometry: (FY19): 21% (FY20): 9% > -12% When looking at our mid-year data, we were far from reaching our goal of 52% for math proficiency.
Person responsible for monitoring outcome:	John Provenzano (john.provenzano@palmbeachschools.org)
Evidence-based Strategy:	1. Increased IXL licenses this year from SY20:300 to SY21:1000 - to work on foundational skills 2. Created Math Lab to support students and teachers that is open to all student during lunches and after school 3. New Math Coach and Department Instructional Leader 4. Concentrate on Common Pacing and Assessments in PLCs 5. Professional Development (AVID) to implement research based strategies to strengthen standards-based instructions in all classes. 6. Double Block students / progression Lib Arts 1 / Algebra 1 same year Lib Arts 2 / Geometry same year
Rationale for Evidence-based Strategy:	1. Strong focus on small instruction and educational boot camps for L25 and SWD subgroups to bolster learning taking place in the regular classroom. 2.Technology platforms, such as, IXL and Khan Academy will be utilized to monitor student progression and be able to identify students in need of additional instruction.

Action Steps to Implement

1. Incorporate small group instruction
2. Math coach will create targeted plans, model lessons, & common assessments
3. Students will be assessed using USA and FAQs in Algebra I and Geometry courses.
4. Teachers will analyze student data to determine strengths and areas of opportunity.
5. Teachers will re-teach, as appropriate.
6. Math coach will develop ongoing formative assessments to track student learning to make adjustments to instruction.
7. Tutorials will be provided (via Google Classroom Math Lab as well as once brick and mortar open)

Person Responsible	Ryan Wells (ryan.wells@palmbeachschools.org)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	A large amount of attention for SY21 will be placed on increasing student learning gains within the English Language Arts (ELA) accountable areas. In doing so, Forest Hill will ensure the Long Term Outcome (LTO) #3 Increase the High School Graduation Rate and LTO #4 Foster Post Graduate Success. As mentioned in Analysis Part C, the results from SY19 in the lowest 25% in ELA was one of Forest Hill Community High School's areas of opportunity for growth. For two consecutive years, achievement in this particular cell remained the same at 37%.
Measurable Outcome:	In the FY 18-19 school year, ELA Achievement was at 44%. For the FY 20-21 the goal will be to meet or exceed 50% in the area of ELA Achievement. For the FY 17-18 as well as FY 18-19, ELA L25% Achievement has remained stagnant at 37%. For the FY20-21 the goal for ELA L25% will be 42%
Person responsible for monitoring outcome:	Shari Verge (shari.verge@palmbeachschools.org)
Evidence-based Strategy:	1. Purchased "No Red Ink" platrom 2. Reading/Literacy Coach 3. Direct standards-based instruction 4. Close reading of rigorous texts 5. Remediation lessons as needed 6. Lowest 25% of students placed in Intensive Reading 7. In school and after school tutorials
Rationale for Evidence-based Strategy:	1. Strong focus on small instruction and educational boot camps for L25 and SWD subgroups to bolster learning taking place in the regular classroom. 2.Technology platforms, such as "No Red Ink" will be utilized to monitor student progression and be able to identify students in need of additional instruction as it relates to grammar and writing skills and proficiency.

Action Steps to Implement

1. Continue with rigorous small group instruction
2. Literacy coach will create target lesson plans, model lessons, and common assessments
3. Students will be assessed using USA and FSQ's in English 1 and English 2 courses.
4. Teachers will analyze student data to determine strengths and areas of opportunity.
5. Teachers will re-teach, as appropriate.
6. Literacy coach will develop ongoing formative assessments to track student learning to make adjustments to instruction.

Person Responsible	Shari Verge (shari.verge@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In US History, the leadership team will ensure that rigorous instruction is being conducted for all target standards; they will implement District assessments to include NGSQs and USA's; and welly tutorials in partnership with Great Futures will continue.

US History EOC
2019: 64% FY21 Target Goal: 68%

In the Science Achievement cell, the development of pre-biology course (Environmental Science) was created for students who need additional support and remediation; extended weekly PLCs with common planning have been developed for the department; monthly bootcamps have been created to promote student success.

Biology EOC
2019: 54% FY21 Target Goal: 60%

Across all content areas, students will actively engage in strategies that meet compliance with Florida Statute 1003.42. In solidarity, we will work together to follow a Single School Culture that supports academic excellence and is safe for all scholars.As we strive to continue meeting the District goal of 90% graduation rate or highers, we will continue our programs and partnerships that target our "at-risk" students, including: "Club 206", Young Men of Distinction, and Great Futures.

Pillars of Effective Instruction: All students will engage in required content included in Florida Statute 1003.42; continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09. Across all content areas, scholars will focus on content and curriculum related to:
- The History of the Holocaust
- The History of Black and African Americans to the US
- The Contributions of Latino and Hispanics to the US
- The Contributions of Women to the US
- The sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

Suite 360 is the curriculum that the school district selected to implement the five- hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

FHHS implements multiple measures of analyzing school-wide data that drives the RTI process. Student assessments include but are not limited to Diagnostics, Performance Matters Assessments, Florida Standards Assessments, Technology diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

We have in place the Positive Behavior Support System. The PBS Team provides all stakeholders (staff, students, parents and community) with professional development on the Behavior Matrix and behavior expectations which focuses on being Respectful , Responsible and Safe throughout the building (classroom, hallways, and cafeteria, common areas).Learning strategies, social behaviors, and self-management skills are emphasized during the professional development session also used in the after school program and School Based Team (SBT) meets weekly to discuss students with academic, social, and/or behavioral concerns. Other methods of social-emotional support available to students is the Check-in/Check-out process which involves daily goal setting and feedback with one of the school's counselor. A student mentoring program is also in place to provide pre-identified students with guidance and support as well as a Professional Mental Health Professional staff member to support students with counseling services and behavioral mental health needs.

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate success, the students will receive brag tags, certificates, individual reward tickets, and incentives. To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team will provide incentives to teachers throughout the year for going above and beyond.

AVID school wide to ensure College & Career Readiness: Support students with organizational skills. Scholars will learn about organization, study skills, communication, and self-advocacy.

As we strive to continue meeting the District goal of 90% graduation rate or higher, we will continue our programs and partnerships that target our "at-risk" students, including: "Club 206", Young Men of Distinction, and Great Futures.

SEL strategies are also incorporated into all parent, families and community meetings. Each meeting is initiated by an opening ritual to establish a positive and welcoming environment and the meeting concludes with an optimistic closure where participants are encouraged to provide feedback, and reflect on what was shared. On-going communication is established to keep parents informed as well.

We monitor the progress of students on a continuous basis and update our Action Plans during Professional Learning Communities (PLC's) and other professional development opportunities. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and PBS programs.
Our teachers continue to learn about our students' cultural backgrounds through classroom meetings, SBT, counseling program, and mentoring opportunities for targeted students. Social Emotional Learning (SEL)

program has been established in order to to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				$1,319.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	0581 - Forest Hill Community High Sch	School Improvement Funds	2398.22	$1,319.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				$1,319.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	0581 - Forest Hill Community High Sch	School Improvement Funds	2398.22	$1,319.00
					Total:	$2,638.00