Forest Hill Community High School

2021-22 Schoolwide Improvement Plan

Table of Contents

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/20/2021.

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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	84%

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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/20/2021.

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The learning community at Forest Hill Community High School is dedicated to providing students with high quality learning experiences that will transcend into their future and integrate learning aligned with cognitive processes and innovation in the context of global enterprise and global-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	Position 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.
Burk, Lauren	Administrative Support	Ms. Lauren Burk is our Single School Culture 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. Some of the other administrative duties she is responsible for include: • FSA & EOC Testing • Community Initiatives • Schools Based Team- 12th Grade • 12th Grade Student Discipline • 12th Grade Parent Liaison • AVID Coordinator
Proby, Tammatha	School Counselor	Mrs. Tammatha Proby is the lead guidance counselor and is primarily responsible for the senior students and working closely with out 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.
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.
Saarela-Vening, Saara	Assistant Principal	Dr. Saara Saarela-Vening is responsible for the execution of SIP items in relation to International Baccalaureate, AICE, and AP students. She also serves as the lead administrator over the master board and supervises the English, Social Studies, and Guidance departments. Some of the other administrative duties she is responsible for include: • Data tracking: Marzano, EDW, Performance Matters • Latinos in Action • PLC Coordinator • Accelerated Testing • Registrations, FTE, Records, and Data Processing
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 drive by data-analysis for the mathematics department.

Name	Position Title	Job Duties and Responsibilities
Provenzano, John	Assistant Principal	Mr. John Provenzano is the lead Assistant Principal and is responsible for the execution of SIP items in relation to the tenth grade students and math department. He is also responsible for developing and monitoring school wide crisis response plan and safety procedures. Some of the other administrative duties she is responsible for include: • Student Services Lead: Alt Education, Expulsions, Deans • Facilities • Hurricane Shelter Director • Clerical
Gregory, Jillian	Other	Ms. Jillian Millay is our Learning Team Facilitator and is responsible for providing engaging and onsite professional development for faculty members that builds capacity and collegiality, improves teaching quality with a strong focus on student achievement. She is responsible for organizing Professional Learning Communities by analyzing data, setting goals, and monitoring team progress.
Malone, Barbara	Magnet Coordinator	Ms. Barbara Malone is the IBMYP and CTE/Choice Program Coordinator. Her responsibilities include the development and organization of curriculum for the International Baccalaureate Middle Years Program and promoting academy programs on campus.
Loyd, Antonio	Assistant Principal	Mr. Antonio Loyd is responsible for the execution of SIP items in relation to the eleventh grade students and the World Language, ELL, and Performing Arts programs. He is also responsible for providing effective leadership through classroom walkthroughs, PLCs, and data-analysis. • Title I Contact • Educator Support Program/Teacher Ambassador Program • Tutorials
Emmanuel-Kelly, Yamilee	Teacher, K-12	Ms. Yamilee Emmanuel-Kelly is the department leader for Social Studies and is responsible for the data-analysis and reporting of critical content information for her subject area. She is responsible for implementing the SIP for all students and teachers by conducting appropriate professional development and PLCs drive by for the social studies department.

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.*

17

Total number of teacher positions allocated to the school

160

Total number of students enrolled at the school

2,385

Identify the number of instructional staff who left the school during the 2020-21 school year.

14

Identify the number of instructional staff who joined the school during the 2021-22 school year.

16

Demographic Data

Early Warning Systems

2021-22

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	522	629	618	616	2385
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	26	59	93	112	290
One or more suspensions	0	0	0	0	0	0	0	0	0	12	14	12	7	45
Course failure in ELA	0	0	0	0	0	0	0	0	0	109	264	263	290	926
Course failure in Math	0	0	0	0	0	0	0	0	0	80	279	249	268	876
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	147	188	166	165	666
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	8	88	96
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	247	328	25	211	811
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	363	384	0	0	747
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	97	252	242	291	882

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	63	86	70	90	309
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	3	3	19	27

Date this data was collected or last updated

Thursday 9/2/2021

2020-21 - 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	
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	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	128	217	209	191	745

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	0	26	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	2	3	5	14

2020-21 - 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	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	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	128	217	209	191	745

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	0	26	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	2	3	5	14

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				44%	57%	56%	40%	57%	56%
ELA Learning Gains				45%	51%	51%	44%	53%	53%
ELA Lowest 25th Percentile				37%	43%	42%	37%	46%	44%
Math Achievement				47%	54%	51%	34%	54%	51%
Math Learning Gains				41%	45%	48%	45%	47%	48%
Math Lowest 25th Percentile				29%	43%	45%	48%	43%	45%
Science Achievement				54%	73%	68%	55%	72%	67%
Social Studies Achievement				63%	74%	73%	48%	73%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	43%	56%	-13%	55%	-12%
Cohort Comparison						
10	2021					
	2019	37%	54%	-17%	53%	-16%
Cohort Comparison		-43%				

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
2021					
2019	50%	69%	-19%	67%	-17%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	55%	69%	-14%	70%	-15%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	27%	64%	-37%	61%	-34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	56%	60%	-4%	57%	-1%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grade 9
Performance Matters Common Assessments for Algebra I and Geometry
Algebra I and Geometry USA Scores
Biology USA scores
ELA PBPA Data
ELA FSQ
ELA USAs
ELA Winter Diagnostic

Grade 10
Performance Matters Common Assessments for Algebra I and Geometry
Algebra I and Geometry USA Scores
Biology USA scores
ELA PBPA Data
ELA FSQ
ELA USAs
ELA Winter Diagnostic

Grade 11
Performance Matters Common Assessments for Algebra I and Geometry
Algebra I and Geometry USA Scores
Biology USA scores
US History USA
ELA PBPA Data
ELA FSQ
ELA USAs

Grade 12
Performance Matters Common Assessments for Algebra I and Geometry
Algebra I and Geometry USA Scores
Biology USA scores
US History USA
ELA PBPA Data
ELA FSQ
ELA USAs

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	33.8	34.8
	Economically Disadvantaged	n/a	30.0	30.9
	Students With Disabilities	n/a	12	8.9
	English Language Learners	n/a	11.3	8.7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	73	27.8	28.7
	Economically Disadvantaged	65.4	25.1	26.4
	Students With Disabilities	n/a	12.2	14.8
	English Language Learners	100	23.2	23.4
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	79.4	86.7	90.4
	Economically Disadvantaged	80.2	85.9	89.3
	Students With Disabilities	55.6	78.9	80.0
	English Language Learners	83.3	85..7	85.7
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	50	50
	Economically Disadvantaged	50	50	50
	Students With Disabilities	50	50	50
	English Language Learners	50	50	50

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	59.4	45.6	44.9
	Economically Disadvantaged	50	41.7	42.1
	Students With Disabilities	n/a	21.7	22.3
	English Language Learners	n/a	7.6	8.4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	46.4	13.9	11.9
	Economically Disadvantaged	37.5	13.4	11.3
	Students With Disabilities	100	5.3	8.2
	English Language Learners	n/a	6	6
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	72.3	79.7	83.2
	Economically Disadvantaged	69.9	78.3	82.6
	Students With Disabilities	33.3	42.9	40.0
	English Language Learners	20.0	33.3	33.3
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	16.7	16.7
	Economically Disadvantaged	n/a	16.7	16.7
	Students With Disabilities	n/a	0	0
	English Language Learners	n/a	0	0

Grade 11				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	n/a	13	12.2
	Economically Disadvantaged	n/a	12.2	11.4
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	13.2	13.2
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	45.7	10.3	6.3
	Economically Disadvantaged	42.9	9.4	5.6
	Students With Disabilities	n/a	7.5	2.3
	English Language Learners	20	5.3	3.2
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Biology	All Students	44.4	50	58.3
	Economically Disadvantaged	37.5	45.5	54.5
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	50	100	100
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
US History	All Students	43.2	38.7	38.1
	Economically Disadvantaged	41.9	35.8	36
	Students With Disabilities	24.4	18.2	14.5
	English Language Learners	24	25	20.5

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	29.7	28.9
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	29.7	28.9
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	33.3	4.2	1.9
	Economically Disadvantaged	33.3	4.5	2.1
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	33.3	n/a	n/a
	Economically Disadvantaged	50	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	40	40
	Economically Disadvantaged	33.3	50	50
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	14	27	19	10	20	24	65	23		93	34
ELL	24	40	35	14	25	20	69	30		76	78
ASN	40	40									
BLK	32	30	30	12	14	21	70	36		98	53
HSP	40	45	36	20	22	23	75	41		90	70

2021 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 2019-20	C & C Accel 2019-20
MUL	53	50		30						85	73
WHT	56	50	52	34	28	7	91	44		89	84
FRL	38	42	34	19	21	21	75	39		89	67

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				
WHT	52	47	42	51	52	69	68	77		96	65
FRL	38	43	37	32	43	46	54	44		89	58

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	505
Total Components for the Federal Index	11
Percent Tested	88%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	33
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	41
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	40
Asian Students Subgroup Below 41% in the Current Year?	YES
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	46
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	58
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	51
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

FY21 Winter Diagnostic Data vs FSA 2021 Results:
ELA: +12pts in Grade 9 and +6 pts in Grade 10

For most content areas, a Winter Diagnostic was not taken. Find comparisons below from FY19 FSA Data and FY21 FSA Data.

ELA Achievement: -2 pts.
Math Achievement: -26 pts
Biology: +23 pts
US History: -22pts

Based on these learning trends, Forest Hill High School will focus on achievement scores, particularly in mathematics and social studies, learning gains, and increasing gains for our L25% students. We will specifically focus on the foundational skills needed to succeed in all courses across all contents. Science, ELA, and math all utilize focused lesson plans and calendars within Departments, ongoing data chats, and coaching through classrooms and individual conferences.

Our schoolwide plan of action to help mitigate our ESSA identified subgroups-SWDs and Black Students- includes:
- Level 1 and 2 students are placed in support classes
- World History teachers will be provided support while embedding writing and reading standards in their content area
- FHHS Literacy Committee will focus on literacy opportunities for growth in all students
- Literacy Coach and Learning Team Facilitator will participate in all content area PLCs to increase reading and writing in all content areas
- In school and Saturday workshops offered to the targets subgroups

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Areas of concern for Forest Hill High School are Math Achievement, including Math Learning Gains and Mathematics Learning Gains for our Lowest 25%. Additionally, our Social Studies Achievement scores saw a large decrease when compared to FY19 FSA scores and where our students should and can be. Literacy will remain a focus school-wide to increase achievement opportunities for across all content areas.

Based on this data trend our focus will be to increase a schoolwide learning aligned with the standards in addition to focusing on the needs of our students with disabilities and black students. If we do not support these concerns, we are increasing the learning gaps, and students' improvement journey will be negatively affected. When we
focus on literacy, math, social studies, and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners, especially our ESSA identified subgroups SWDs and black students.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Approximately 80% of scholars were logging in virtually each day for school FY21. This provided a large set-back for both math and social studies, as the were unable to appropriately gauge student progress through USAs when attendance and participation were lacking from virtual learners.

For the first several months of school, fifteen teachers were teaching virtually to students that were brick and mortar as well as virtual. For students that were on campus, but having to learn from the auditorium, this may have affected their interest in different subject areas.

Locating students that disappeared during the COVID-19 pandemic is also a focus for our school. We have been provided additional personnel who will assist in locating missing students and working towards enrolling them back into school. The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. We will be targeting students with excessive absenteeism through school counselor led SBT meetings and our partnership with Communities In Schools.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Within a year where educators faced many issues with attendance and adapting learning from in person to virtual, we are excited to celebrate our Science Achievement and +5 pts increase for 10th grade ELA Achievement.

Science Achievement saw an increase from F19 (54%) to FY21 (77%) on the Biology End of Course exam. Throughout the FY21 school year, Forest Hill High School consistently outscored the District on USAs and had the most celebrated data during Curriculum Meetings. One particular area of improvement made from USA 1 to USA 9 for an identified ESSA subgroup was for black students in Biology.
USA 1 (67%) USA 9 (93%)

ELA was the only content area with a Winter Diagnostic exam; however, they showed great improvement with the following increase in scores.
FY21 Winter Diagnostic Data vs FSA 2021 Results:
ELA: +12pts in Grade 9 and +6 pts in Grade 10

What were the contributing factors to this improvement? What new actions did your school take in this area?

Several practices assisted in boosting our Science Achievement scores and ultimately maintaining our overall ELA scores. For Science, our Biology team collaborated weekly with fidelity to assess data and develop action plans for re engaging students. Teachers completed 3-2-1 self evaluations to create a culture of learning and growth; this included recording lessons, watching them, and meeting with our Science Coach to debrief and adjust. The team also held monthly boot camps for all Biology students where attendance often reached over 100 students.

Our ELA department began FY21 strong with a Summer reading program for each grade level to avoid a decrease in learning. They also used 3-2-1 reflections as well to consistently check in on areas of improvement, used FSQ, USA, & PBPA data to find glow/grow areas. By the Spring, all teachers were following the focus calendar, teaching foundational skills, and participating in teacher driven PLCs to attain student success.

What strategies will need to be implemented in order to accelerate learning?

1. Math and Science Achievement - After taking a year to build the Pre-Biology Environmental Science course, teachers are sharing lessons and supporting one another to prepare all students. Teachers are each collaborating to create unit plans and work under a common assessment. Algebra I and Geometry courses are utilizing the same resources and common assessments.

2. Content Area Professional Learning Communities - During PLCs, teachers will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the District, share best practices, following/ participating with the coaching continuum model, incorporate research based strategies for small group instruction and differentiated learning. Professional development opportunities through instructional coaches on campus. Teachers are encouraged to share best practice implementation at weekly PLCs.

3. Low 25% Learning Gains - We will focus on a positive impact to learning gains by ensuring standards based instruction and effective the use of research-based strategies and resources, we will ensure student learning and improved student achievement towards grade level success and ensure continuous improvement. Early identification of our Low 25% will allow for ample tracking and support to ensure their growth.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, Science, and Social Studies particularly within the ESSA subgroups-SWDs and Black Students. Teacher led PLCs continue to be an active part of our school schedule; they receive embedded PD.

During the FY22 school year, teachers will learn the mastery of monitoring and how to set classroom expectations for success. They were instructed on the understanding of the various levels of learning and the application of learning. Teachers will focus on various high-yield strategies to support student learning through:

Identifying similarities and differences. Summarizing and note taking, Reinforcing effort and providing recognition, Homework and practice, Nonlinguistic representations, Cooperative learning, Setting objectives and providing feedback.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our primary focus will continue to be implementing standards-based instruction and differentiating that instruction by providing small group support. Our goal is to ensure the following:

1. Increase Math Proficiency for Algebra I and Geometry: Continuing to increase proficiency for math is a large priority for our school this year after coming off from a difficult year. It is evident virtual learning was not conducive to learning mathematics for most learners. We have added a math coach and math resource teacher this year that are working together to implement common lesson plans and assessments. The Math Lab is also open every other day during lunches for all students.

2. Increase in Student Engagement: Student engagement is another area of focus. Weekly implementation of engagement strategies will be used in staff meetings and PLC meetings to model and demonstrate their effectiveness when meeting with teachers and staff.

3. Small Group Differentiated Instruction: Targeted small group instruction using rigorous texts is designed to increase learning gains in ELA, Math, Social Studies, and Science. Ongoing progress monitoring will be done for all students. However, students who fall within our ESSA Subgroups (SWDs and Black Students) will specifically monitored for progress and receive additional support by teachers ensuring lessons are planned based on specific needs of students.

4. Additional Support Scholars: Partnership with the Boys and Girls Club and their Great Futures program allows for the school to provide a place for all students to receive additional support everyday in the morning and afterschool.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Our focus through strong Professional Learning Communities (PLCs) and one-on-one coachable moments with instructional coaches will be to increase instructional gains in school-wide ELA and Math by ensuring instruction is aligned with curriculum standards. If instruction is aligned to course standards and intentionally tied to test item specifications, then we will increase student achievement. This area of focus aligns directly with our District Strategic Plan, Theme I: Academic Excellence and Overall Well-Being for Every Student Goal 1: Overall Academic Proficiency Our goals this year are to be strategic in how we approach all students, including our most recently identified ESSA subgroups, SWDs (37%)and black students (40%). With weekly PLC meetings by course groups, faculty and staff will be able to analyze data from USAs, FSQs, PBPAs, and common assessments created in Performance Matters. Data will be able to be broken down to establish areas in need of improvement throughout the year in all accountable areas.
Measurable Outcome:	By the end of the 2022 school year, our school will be able to celebrate the following successes in our accountable areas: Biology: (FY22): 63% (FY21): 77% Double the students will be tested in FY22 US History: (FY22) 68% (FY21): 41% Math: (FY22) 45% (FY21) 21% ELA: (FY22) 50% (FY21): 42% Accelerated: (FY22) 73% (FY21) 70% Graduation Rate: (FY22 95% (FY21): TBA Our goal is for ESSA subgroups to increase by 4% removing our school as a TS & I school.
Monitoring:	Weekly Curriculum Meetings with Leadership Team members occur every Monday to review the most current data available in accountable courses and how it compares to like schools in our surrounding areas. Team members present data so they may reflect on how students are learning and if they are meeting threshold after each formative assessment. Administrators are able to utilize this information to monitor progress through lesson plan reviews, classroom walkthroughs, observations, and PLCs. Monitoring will be supported by key members including: APs SSCC Reading Coach Math Coach LTF Choice Coordinator Lead Guidance Counselor
Person responsible for monitoring outcome:	Esther Rivera (esther.rivera@palmbeachschools.org)

Evidence-based Strategy:	1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product. 2. FSA tutoring programs and afterschool programs, such as, Great Futures will be used to ensure learning supplemented with additional resources and teacher support. 3. Math teachers will incorporate the use of technology-based programs including Khan Academy,Math Nation and IXL. Language Arts teachers will use Khan Academy, No Red Ink, Reading Plus, novel study, and writing strategies to enhance students' ability to integrate knowledge. 4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus. 5. Learning Labs and boot camps for Math, ELA, and Biology are available every other day.
Rationale for Evidence-based Strategy:	1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA. 2. Students who participate in the FSA tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments. 3. Instruction aided by technology through Khan Academy, IXL, Reading Plus and No Red Ink have proven to help our students prepare for the FSA when used with fidelity in the classroom. 4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Action Steps to Implement

1. Incorporate common lessons and assessments in Math
A. Students will be assessed using USA's and common assessments through Performance Matters
B. Teachers will analyze student data to determine strengths and weaknesses in content area during PLCs and PD
C. With the help of new resource teacher, Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, black students).

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

2. 1. Incorporate common lessons and assessments in ELA
A. Students will be assessed using USA's, FSQs, PBPAs, and Diagnostics
B. Teachers will analyze student data to determine strengths and weaknesses in content area during PLCs and PD
C. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, black students).

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

3. Incorporate common lessons and assessments in Biology and US History
A. Students will be assessed using USA's, FSQs, and common assessments through Performance Matters
B. Teachers will analyze student data to determine strengths and weaknesses in content area during PLCs and PD
C. With the help of new LTF, teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, black students).

Person Responsible	Jillian Gregory (jillian.gregory@palmbeachschools.org)

2. Tutorials:

a. Analyze student data to determine students for tutorial groups and the support necessary. b. Choose research-based supplemental materials and resources to during tutorials. c. Analyze teacher classroom data to determine who will be tutors.

d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.

e. Students will be selected and grouped for pullout tutorials, afterschool and Saturday success academies based on the results from FY21 FSA/EOCs, FSQs, USAs and Winter Diagnostics; and ESSA identified subgroups: Black, ELL, and SWD.

Person Responsible Antonio Loyd (antonio.loyd@palmbeachschools.org)

3. Adaptive Technology (IXL, Math Nation, Reading Plus, No Red Ink):

a. Provide teachers with professional development to ensure appropriate use of adaptive technology.

b. Teachers will develop a rotational schedule to ensure all students have access to technology.

c. Teachers will engage students in small group instruction based on adaptive technology results

Person Responsible Esther Rivera (esther.rivera@palmbeachschools.org)

4. PLC's/Professional Development:

a. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.

b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs

c. Two Instructional coaches and resource teacher will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.

d. Instructional coaches and LTF will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.

e. Instructional coaches will build professional learning opportunities for teachers to utilize research based strategies.

Person Responsible Saara Saarela-Vening (saara.saarela-vening@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of
behavior or discipline data.

When reviewing the data found on SafeSchoolsforAlex.org, we find that our school ranks 382 out of 505, High, when compared to all high schools statewide. This data comes from the 2019-2020 school year, where Forest Hill High School reported 4.4 incidents per 100 students. This rate is greater than the statewide high school rate of 3.3 incidents per 100 students. When reviewing our incidents, areas that were identified as high and very high included property incidents for larceny/theft and a drug/public order incident. Many of the drug/order incidents included tobacco. It is critical to note that although some of our incidents may fall into a high category, the data for our reported suspensions has decreased significantly when review over the course of six years. In 2015, 190 ISS violations were recorded whereas 72 In School Suspensions were reported in 2019. In 2014, 357 out of school suspensions were reported whereas 174 total OSS violations occurred in 2019.

Supporting our students and decreasing negative impacts on our school campus is one of the school's top priorities. Some ways the school plans o decreasing behavioral incidents on campus includes:
- Creating Single School Culture expectations through our behavioral matrix and sharing these expectations school wide through Parent Link, the Student and Family handbook, and schoolwide lesson plans.
- Assistance through SwPBS and Project Connect to guide us through schoolwide activities and monitoring pieces
- Check and Connect pilot program through the University of Minnesota to mentor "at-risk" youth
- Partnerships with Young Women Who Win and the Safety 4 Life Foundation for additional mentoring, safety assemblies, and safety fairs
- Partnership with Living Skills in Schools Programs, under the CRC Recovery Foundation Inc., we have been able to provide Family Boxes for Substance Abuse Prevention
- AVID program to offer post-secondary support and college and career readiness pathways
- Our school also offers an alternative to suspension course for tobacco/vaping, alcohol and other drugs to prevent the use of substance and inform students of the harmful effects of substances popular amongst teens

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.

Forest Hill High School has a SwPBS in place. 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 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 our partnerships with Great Futures through the Boys and Girls Club, "Young Women Who Win", and Latinos in Action.

In alignment to school board policy 2.09 and Florida State statute 1003.42, Forest Hill High School ensures all students receive equal access to the pillars of Effective Instruction: Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction will also be infused as applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust, the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and

stereotyping, and an examination of what it means to be a responsible and respectful person, the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November shall be designated as "Holocaust Education Week".

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.

(c) Women's Contribution

(d) Sacrifices of Veterans, and the value of Medal of Honor recipients

These concepts are introduced as stand-alone and may also be integrated into other core subjects. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource Blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal:The principal is responsible for promoting collaboration and professional courtesy among staff members and creates a positive climate where teachers feel safe to share best practices and provide effective lessons that will support all students. Principals play a large role in ensuring a positive climate is palpable and all staff feel empowered to to do their best.

SSCC: This Single School Culture Coordinator supports all staff members and students in feeling safe, welcomes, and included on the campus. She provides an environment that feels inclusive to all and is responsible for ensuring everyone is doing their part to create a positive culture.

Faculty:All faculty and staff members are invited to act as members of the SwPBS and participate in providing a classroom environment that is inclusive and feels safe and supportive for all learners. All educators are responsible for giving all students the opportunity to learn in a positive environment where they can succeed.

SAC Members: All SAC members provide a balance representation and positive partnership to make decisions that will positively impact student achievement and create a welcoming environment for all stakeholders

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$24,291.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	0581 - Forest Hill Community High Sch	General Fund	0.0	$24,291.00
			Notes: Funds will be used for student incentives and student academic growth.			
					Total:	$24,291.00