The School District of Palm Beach County

Forest Hill Community High School

2022-23 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: 6/1/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (54%) 2018-19: C (51%) 2017-18: C (50%)
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	ATSI
* 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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	100%

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	2021-22	2020-21	2019-20	2018-19
Grade	B		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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities**:**

Name	Position Title	Job Duties and Responsibilities
Aronson, Michael	Principal	Mr. Michael Aronson, the principal of Forest Hill High School, monitors the execution of the SIP by supervising all facets of the school's educational programs. As the school's instructional leader, he is responsible for ensuring equity and access to high-quality, rigorous instruction for all students as well as promoting deliberate practice for all instructional staff. Mr. Aronson makes decisions regarding master scheduling, teacher observations, school-wide improvement goals and professional development, as well as hiring and budgetary. He engages in continuous review of school data, including formative and summative assessments; attendance; and school climate and culture indicators to help guide the school in a collaborative practice of shared decision-making. Mr. Aronson guides the discussion of school accountability and helps the team set their goals in motion. Additional responsibilities for the principal include • Supervising and Observing Assistant Principals/Administration • Employee Building Council • School Advisory Council • School Safety • School/Community Facilitation • Threat Assessment/Social Emotional Learning • Discipline Referral Monitoring • Teacher Instructional Practice Observation
Boruch, Justin	Other	Mr. Justin Boruch, the IB MYP Coordinator at Forest Hill High School, is responsible for implementing the SIP in relation to all IBMYP students and teachers by collecting and analyzing data as well as developing and organizing curriculum and teacher professional development for the International Baccalaureate Middle Years Program. Additionally, Mr. Boruch promotes academy programs on campus.
Deere, Shannon	Other	Ms. Shannon Deere, the IB DP/CP Coordinator at Forest Hill High School, is responsible for implementing the SIP in relation to all IBDP/CP students and teachers by collecting and analyzing data as well as developing and organizing curriculum and teacher professional development for the International Baccalaureate DP & CP. Additionally, Ms. Deere promotes the IB choice program on campus as well as serves as the eLearning Contact for our PD Team through which she is responsible for coordinating and providing engaging schoolwide professional development for faculty members that builds capacity and collegiality as well as improves teaching quality with a strong focus on student achievement.
Emmanuel-Kelly, Yamilee	Teacher, K-12	Ms. Yamilee Emmanuel-Kelly is a department instructional leader for social studies at Forest Hill High School and is responsible for data-tracking and analysis as well as goal setting and reporting of critical content information for her subject area. She is responsible for implementing the SIP for all students and teachers by conducting

Name	Position Title	Job Duties and Responsibilities
		appropriate professional development and facilitating common planning meetings for the social studies department.
Loyd, Antonio	Assistant Principal	Mr. Antonio Loyd is the Assistant Principal at Forest Hill High School responsible for the execution of SIP items in relation to the twelfth grade students, the Science Department, Environmental Science Academy, the ELL Department, and the Performing Arts (Art, Music, Theatre) programs. Additionally, he is responsible for execution of the SIP as it pertains to the use of adaptive technology core Math and ELA courses. He is also responsible for providing effective leadership through classroom walkthroughs, common planning meetings, school-wide professional development, and data-analysis. Additional responsibilities for Mr. Loyd include •School Based Team (12th Grade Student Caseload) •12th Grade Student Discipline •12th Grade Parent Liaison •12th Grade Graduation Rate •Title I •Pre-Service Interns •Textbooks •Educator Support Program (ESP)
Malone, Barbara	Other	Ms. Barbara Malone is the AICE & AP Program Coordinator at Forest Hill High School. Her responsibilities include collecting and analyzing data as well as developing and organizing curriculum and teacher professional development for the AICE and AP Programs. Additionally, Ms. Malone promotes academy programs on campus.
Roopnarine, Sarika	Other	Ms. Sarika Roopnarine is Forest Hill High School's Learning Team Facilitator and is responsible for implementing the SIP for all students by organizing and/or providing supplemental academic/tutorial support programs in accountable subject areas and with a focus on identified ESSA-SWD-subgroup. She also serves as a member of our PD Team and is responsible for providing engaging professional development for faculty members that builds capacity and collegiality as well as improves teaching quality with a strong focus on student achievement. Additionally, Ms. Roopnarine is responsible for supporting common planning meetings across departments by collecting and analyzing data, setting goals, and monitoring team progress.
Orocofsky, Cynthia	Assistant Principal	Ms. Cynthia Orocofsky is the Assistant Principal at Forest Hill High School responsible for the execution of SIP items in relation to the ninth grade students (Alpha A-L), World Languages Department, Dual Language, and Math Department as well as the AVID and Latinos in Action programs. She is also responsible for providing effective leadership through classroom walkthroughs, common planning meetings, and data-analysis. Her additional administrative responsibilities include •School Based Team (9th Grade Student Caseload: Alpha A-L)

Name	Position Title	Job Duties and Responsibilities
		•9th Grade Student Discipline (Alpha A-L) •9th Grade Parent Liaison (Alpha A-L) •SEL/Mental Health Administrator •Community Initiatives (School Advisory Council, Open House, Freshman/New Student Orientation) Administrator
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.
Provenzano, John	Assistant Principal	Mr. John Provenzano is the lead Assistant Principal for Forest Hill High School and is responsible for the execution of SIP items in relation to the eleventh grade students and the ESE Department. He is also responsible for developing and monitoring a school-wide crisis response plan as well as safety procedures and drills. He is also responsible for providing effective leadership through classroom walkthroughs, common planning meetings, school-wide professional development, and data-analysis. Some of the other administrative duties Mr. Provenzano is responsible for include: •School Based Team (11th Grade Student Caseload) •11th Grade Student Discipline •11th Grade Parent Liaison •E2020 Administrator •Student Services Lead: Alt Education, Expulsions, Deans Administrator •Facilities Administrator: Hurricane Shelter Director, Technology, Custodial, Student and Staff Parking, Campus Supervision, Student Handbook •Clerical Administrator (Coverage for absent instructional personnel)
Rose, Troy	Teacher, K-12	Mr. Troy Rose is a department instructional leader for the Biology and Environmental Science sections of the Science Department at Forest Hill High School and is responsible for data-tracking and data analysis as well as goal setting and reporting of critical content information for these subject areas. Mr. Rose is responsible for implementing the SIP for all students and teachers by conducting appropriate professional development and facilitating common planning meetings for the science department (Biology and Environmental science). Mr. Rose is also responsible for the tutorial enrichment/academic support for Great Futures and Biology Bootcamp.
Sardina, Diana	Teacher, K-12	Ms. Diana Sardina is the Choice/CTE Coordinator at Forest Hill High School. Her responsibilities include collecting and analyzing data as well as developing and organizing curriculum and teacher professional

Name	Position Title	Job Duties and Responsibilities
		development for the Choice/CTE programs. Additionally, Ms. Sardina promotes academy programs on campus.
Smith, Tara	Administrative Support	Dr. Tara Smith is the Single School Culture Coordinator for Forest Hill High School and is responsible for the execution of SIP items in relation to the ninth grade students and administrative support for the English Language Arts Department. She is also responsible for providing effective leadership for the school's Professional Development Team and Learning Team Facilitator in the coordination and implementation of appropriate school-wide professional development and common planning meetings driven by data-analysis. Dr. Smith engages in continuous review of school data, including state and local achievement and progress monitoring assessments; early warning indicators; and school climate and culture indicators and collaborates in shared decision making with the school's principal, leadership team, and additional stakeholder groups (SAC) to conduct a comprehensive school improvement needs assessment/analysis, and develop and monitor the school-wide plan for continuous improvement. Additional administrative duties that Dr. Smith is responsible for include: • FSA & EOC Testing Administrator • Tutorials Coordination (Title I, ESSER) with Mr. Loyd • Community Initiatives (SAC-SIP, Freshman/New Student Orientation) • Schools Based Team- 9th Grade (Alpha M-Z) • 9th Grade Student Discipline (Alpha M-Z) • 9th Grade Parent Liaison (Student Alpha M-Z) • Honor Roll • Social Media Liaison • Activities Director • School Newsletter • Clubs and Organizations • School Pictures/Student IDs • Accreditation POC
Saarela-Vening, Saara	Assistant Principal	Dr. Saara Saarela-Vening is the Assistant Principal at Forest Hill High School responsible for the execution of SIP items in relation to all International Baccalaureate, AICE, and AP students as well as the English Language Arts, Reading, Social Studies, and Guidance (Registrations, Data Processing-Class Size & FTE- and Records) Departments. She also serves as the lead administrator over the masterboard (scheduling, equity and access) She is also responsible for providing effective leadership through classroom walkthroughs, common planning meetings, and data-analysis. Some of her other administrative duties include: • Data Tracking: Marzano, EDW, Performance Matters • Leadership PLCs Coordinator
Verge, Shari	Reading Coach	Ms. Shari Verge is the Reading/Literacy Coach for Forest Hill High School and is responsible for implementing the SIP for all students and

Name	Position Title	Job Duties and Responsibilities
		teachers through data-tracking, data analysis, reporting of critical content information for the subject areas of English Language Arts and Reading, and instructional coaching. Ms. Verge is also responsible for conducting tutorials, providing appropriate school-wide literacy professional development, and facilitating common planning meetings that are driven by data-analysis for the English Language Arts and Reading Departments in collaboration with Department Instructional Leaders. Additionally, she is a member of our PD Team through which she is responsible for coordinating and providing engaging schoolwide professional development for faculty members that builds capacity and collegiality as well as improves teaching quality with a strong focus on student achievement.
Vincent, Randal	Instructional Coach	Mr. Randal Vincent serves as the Math Instructional Coach for Forest Hill High School and is responsible for implementing the SIP for all students and teachers through data-tracking, data analysis, reporting of critical content information for Algebra 1 and Geometry, and coaching. He is also responsible for conducting math tutorials, providing appropriate school-wide professional development, and facilitating common planning meetings (Algebra I and Geometry) that are driven by data-analysis for the Mathematics Department in collaboration with Department Instructional Leaders.
Palan, Vanessa	Other	Ms. Vanessa Palan is the ESOL Coordinator at Forest Hill High School and is responsible for implementing the SIP for individual students by collaborating with general education teachers, ESOL teachers, and a district multicultural specialist in the development and implementation of goals and interventions, such as targeted tutorials for Tier 2 and Tier 3 students. She is also responsible for collecting and analyzing data as well as problem solving to determine student response to intervention.
Greenberg, Larry	Assistant Principal	Mr. Larry Greenberg is the Assistant Principal for Forest Hill High School responsible for the execution of SIP items in relation to the 10th grade students and the CTE Department for Industry Certifications (Medical Sciences, IT/Digital Design, Culinary, Hospitality & Tourism, JROTC (ASVAB), Engineering), Choice Programs (other than IB), and the Physical Education and Criminal Justice Academy electives. Additionally, he is responsible too for the school's opening plan for student enrollment as well as monitoring student absences and truancy schoolwide as well as serves as the school's lead transportation contact. Mr. Greenberg is also responsible for providing effective leadership through classroom walkthroughs, common planning meetings, school-wide professional development, and data-analysis. Some of the other administrative duties that Mr. Greenberg is responsible for include: •School Based Team (10th Grade Student Caseload) •10th Grade Student Discipline •10th Grade Parent Liaison

Name	Position Title	Job Duties and Responsibilities
		•Vision & Hearing/ Record Disposal/ Immunizations •COVID Mandated Reporting (2021-2022)
Gregory, Jillian	Other	Ms. Jillian Millay is Forest Hill High School's Testing Coordinator. She is responsible for the implementation of the SIP as it pertains to coordinating onsite statewide assessment administration for all students. She also serves as the SAC Chairperson as well as the PD Lead for our PD Team and is responsible for coordinating and providing engaging professional development for faculty members that builds capacity and collegiality as well as improves teaching quality with a strong focus on student achievement.

Demographic Information

Principal start date

Wednesday 6/1/2022, Esther Rivera

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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

157

Total number of students enrolled at the school

2,415

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

31

Identify the number of instructional staff who joined the school during the 2022-23 school year.

21

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	600	563	632	620	2415
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	176	146	160	189	671
One or more suspensions	0	0	0	0	0	0	0	0	0	67	84	69	71	291
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	172	168	198	538
Course failure in Math	0	0	0	0	0	0	0	0	0	22	183	199	216	620
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	216	180	174	210	780
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	231	193	235	227	886
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	301	334	284	201	1120

Using the table above, complete the table below with the number of students by current grade level who have 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	219	265	279	328	1091

Using current year data, complete the table below with the number of students identified as being "retained.":

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	102	60	79	81	322
Students retained two or more times	0	0	0	0	0	0	0	0	0	59	35	7	3	104

Date this data was collected or last updated

Sunday 8/28/2022

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	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

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	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	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	97	252	242	291	882

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	102	60	79	81	322
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	0	0	12	16

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	42%	55%	51%				44%	57%	56%
ELA Learning Gains	50%						45%	51%	51%
ELA Lowest 25th Percentile	41%						37%	43%	42%
Math Achievement	31%	42%	38%				47%	54%	51%
Math Learning Gains	54%						41%	45%	48%
Math Lowest 25th Percentile	56%						29%	43%	45%
Science Achievement	42%	43%	40%				54%	73%	68%
Social Studies Achievement	61%	53%	48%				63%	74%	73%

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

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
2022					
2019	50%	69%	-19%	67%	-17%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	69%	-14%	70%	-15%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	27%	64%	-37%	61%	-34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	56%	60%	-4%	57%	-1%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	40	42	10	44	55	15	32		97	30
ELL	20	41	37	25	52	55	37	40		91	79
ASN	60	80									
BLK	31	50	56	20	38	42	30	54		90	52
HSP	41	48	38	31	56	57	41	59		96	74
MUL	71	67		40			64			100	90
WHT	54	57	47	42	61	75	58	75		96	80
FRL	39	48	40	29	53	56	39	58		95	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
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	40

ESSA Federal Index	
Total Points Earned for the Federal Index	584
Total Components for the Federal Index	11
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	47
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	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
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	72

Multiracial Students	
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	61
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	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

2022 Achievement/Growth-Self/District/Subgroup Comparisons (2019 & 2021)
ELA Achievement:-2(2019)/+0(2021)
District:-17(2019)/-14(2021)
SWD:+4(2019)/SWD:+3(2021)
Black:+5(2019)/Black:-1(2021)
ELA Learning Gains:+5(2019)/+6(2021)
District:-7(2019)/-6(2021)
SWD:+7(2019)/+13(2021)
Black:+19(2019)/+20(2021)
ELA L25% Learning Gains:+4(2019)/+5(2021)
District:-6(2019)/-1(2021)
SWD:+9(2019)/+23(2021)
Black:+33(2019)/+26(2021)
Math Achievement:-16(2019)/+10(2021)
District:-32(2019)/-23(2021)
SWD:-18(2019)/+0(2021)
Black:-17(2019)/+8(2021)
Math Learning Gains:+13(2019)/+32(2021)

District:-6(2019)/-7(2021)
SWD:+10(2019)/+24(2021)
Black:+11(2019)/+24(2021)
Math L25% Learning Gains:+27(2019)/+35(2021)
District:-10(2019)/+5(2021)
SWD:+34(2019)/+31(2021)
Black:+25(2019)/+21(2021)
Science Achievement:-12(2019)/-35(2021)
District:-17(2019)/-11(2021)
SWD:-20(2019)/-50(2021)
Black:-16(2019)/-40(2021)
Social Studies Achievement:-2(2019)/+20(2021)
District:-12(2019)/-8(2021)
SWD:-22(2019)/+9(2021)
Black:-5(2019)/+18(2021)

2022 Graduation Rate-Self Comparison
2019:+5/2021:+5

2022 HS Acceleration-Self Comparison
2019:+16/2021:+2

2022 %Level 3+ Subject/Grade-Self Comparisons (2019 & 2021)
ELA FSA Grade 9:-4(2019)/+0(2021)
ELA FSA Grade 10:+3(2019)/-1(2021)
Algebra 1 Grade 9:-10(2019)/+1(2021)
Geometry Grade 10:-27(2019)/+4(2021)
Biology Grade 10:-4(2019)/-34(2021)
US History Grade 11:+0(2019)/+20(2021)

2022 %Level 3+ SWD Subject/Grade-Self Comparisons (2019 & 2021)
ELA FSA Grade 9:+2.6(2019)/-1.9(2021)
ELA FSA Grade 10:+9(2019)/+6.2(2021)
Algebra I EOC:+0.8(2019)/+3.3(2021)
Geometry EOC:-6.8(2019)/-24.8(2021)
Biology EOC:-6.9(2019)/-48.4(2021)
US History EOC:-14(2019)/+9.7(2021)

PYG FSA ELA-Self Comparison
ALL:1.07(2022)/1.12 (2021)=-.07
9th:1.05(2022)/1.10 (2021)=+.05
10th:1.08(2022)/1.14(2021)=+.06
ESE:1.24(2022)/1.15(2021)=+.09
Black:1.05(2022)/0.88(2021)=+.17

PYG Math EOC-Self Comparison
ALL:1.22(2022)/1.11(2021)=+.11
Algebra:1.10(2022)/1.07(2021)=+.03
Geometry:1.29(2022)/1.15(2021)=+.14
ESE:1.23(2022)/0.84(2021)=+.35
Black:0.85(2022)/.86(2021)=-.01

2022 PYG Math Gains-All Area High Schools Comparison

ALL:1.22(1st)
Geometry:1.29(1st)
Algebra:1.10(10th)

2022 PYG ELA Gains-All Area High Schools Comparison
ALL:1.07(5th)
9th Grade:1.05(8th)
10th Grade:1.08(6th)

Forest Hill High School increased overall learning gains and L25% learning gains in ELA and mathematics, contributing to school grade improvement. Math and ELA PYG also improved with FHHS ranking 1st across all regions in in Math Gains (All and Geometry EOC). A focus remains on continued improvements in learning gains for both ELA and mathematics in addition to increasing overall achievement in ELA, mathematics, and science. Our ESSA-identified subgroups decreased 2-to-1; however, another focus is to eliminate the remaining ESSA-identified subgroup-SWDs-to remove our TS&I status.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Areas that demonstrate the greatest need for improvement include the following:

•Progress monitoring (FSQ/USA) performance - Lower than the District in FY22 for all accountable areas.

•Science Achievement-Overall proficiency=42%. This is a decline of 12 points from FY19 to FY22 and a substantial decline of 35 points from FY21 to FY22. %L3+ Biology 1 EOC in Grade 10 declined by 4pts from FY19 to FY22 and by 34pts from FY21 to FY22.

•Mathematics Achievement-Overall proficiency=31%. This is a decline of 16 points when compared to FY19. When compared to FY21, we saw improvement (+10). Comparing %L3+ on EOCs by grade from FY19 to FY22, there was a decline in both Algebra 1-Grade 9 (-10) and Geometry-Grade 10 (-27). From FY21 to FY22 there was improvement of 1pt for Algebra 1 EOC-Grade 9 and 4pts for Geometry EOC-Grade10.

•English Language Arts Achievement-Overall proficiency=42%. This is a slight decline from FY19 (-2 points). When compared to FY21, however, we maintained the same achievement percentage (+0). When comparing percent passing ELA FSA by grade level, we declined by 4pts in Grade 9 and by 2pts in Grade 10 from FY19 to FY22 with no improvement in Grade 9 (+0) or Grade 10 (-1) from FY21 to FY22.

•ESSA Subgroup Proficiency-SWD had lowest performance rate in Math and ELA among subgroups. Although we improved this subgroup's FPPI from FY19 to FY22 (+1) and from FY21 to FY22 (+5), SWDs (=38%) remains our only subgroup to fall below the FPPI threshold (=>41%) in 2022.

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

Contributing factors to the need for improvement included:

•Testing approximately 250 more students in Biology from FY21 to FY22. Only students in MYP Biology were tested in 2021. Grade 9 students took the newly built Pre-Biology Environmental Science course in an effort to strengthen their foundational knowledge to prepare for Biology. As such, the decline was anticipated for Science Achievement in FY22 given we tested nearly double the number of students from

the previous year. Another contributing factor included inconsistency in standards-aligned instruction and pacing among the biology teachers.

•Low foundational skills in reading and math among SWDs and the need for more targeted and meaningful instructional support of SWDs in content areas.

•Increased teacher absenteeism and a persistent substitute shortage from 2019-2022 with the lingering effects of COVID-19. Core mathematics and ELA courses were often without a teacher for prolonged periods of time, and, in some cases, without a substitute. Consequently, students in those courses were often displaced to the auditorium to be supervised by deans. Lack of instruction from a subject-area teacher may have impacted their interest in various subject areas and potentially impacted their achievement in these core subjects. Student absenteeism was also an identified issue.

•Increased monitoring for understanding, rigorous questioning, and more student engagement across departments evidenced by instructional walks.

Actions to address improvement needs:
•common planning across departments/subjects
•implementing targeted school-wide literacy and instructional support strategies
•increasing school-wide PD opportunities
•consistent pacing among teachers of same courses
•scheduling teacher class coverage/substitute lesson plans

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

•School letter grade improvement from a C in FY19 and FY21 to a B in FY22

•Social Studies Achievement increased from FY21 to FY22 (+20) on the U.S. History End-of-Course Exam. Students also scored consistently higher on the USAs throughout FY22 when compared to FY21 EOC Achievement and the U.S. History had the most celebrated data at Forest Hill's curriculum leadership meetings

•FSA ELA Learning Gains saw an increase of +5 points from FY19 to FY22 and +6 points from FY21 to FY22. Likewise, FSA ELA L25% Learning Gains increased by +4 points from FY19 to FY22 and by +5 points from FY21 to FY22. One particular area of improvement was for the Black student subgroup who saw significant increases in Learning Gains and L25% Learning Gains at +19 points and +33 points respectively from FY19 to FY22 and +7 and +9 points respectively from FY21 to FY22.

•Math Learning Gains saw an increase of +13 points from FY19 to FY22 and +32 from FY21 to FY22. Math L25% Learning Gains saw the most improvement from FY19 to FY22 with a 27 point increase and a 35 point increase from FY21 to FY22. A particular area of improvement for an identified ESSA subgroup was for SWD students who went up +31 points from FY21 to FY22 and +34 points from FY19 to FY22 in Math L25% Learning Gains.

•Math PYG Gains were the highest in all areas for the following: ALL (1.22) and Geometry (1.29).

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

Contributing factors to this improvement included a focus in the 2021-2022 School Improvement Plan on teaching students foundational skills needed to succeed in all courses across all contents. Social studies, ELA, and math-starting in the 2nd semester of FY21- all utilized focused lesson plans and calendars within departments, ongoing data chats, and instructional coaching through classroom

modeling, mini-workshops, and/or individual conferences.

Additionally, throughout the 2021-2022 school year, local progress monitoring assessment data from FSQs, USAs, PBPAs, midterms, and diagnostics was used consistently to determine students' grow and glow areas across subject areas. Teachers of English Language Arts, Intensive Reading, and U.S. History courses followed focus calendars, taught/remediated foundational skills, and participated in teacher-driven Professional Learning Communities to attain student success. Department Instructional Leaders served on the school's Curriculum Leadership Team and met weekly with administrators to analyze data as well as set, monitor, and evaluate school-wide improvement goals across content areas.

Our FY22 schoolwide plan of action to help mitigate our ESSA-identified subgroups-SWDs and Black Students- also included:
•Placing Level 1 and 2 students in support facilitated classes in core courses
•Providing social studies teachers with support while embedding literacy standards in their content area
•Providing literacy opportunities for growth in all students by FHHS's Literacy Committee
•Participating in content-area PLCs (Literacy Coach and Learning Team Facilitator) to increase reading and writing in all content areas
•Offering in-school, afterschool, and Saturday workshops and tutorials to include the targeted subgroups

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

1. ELA and Math Achievement - Teachers will focus on implementing the B.E.S.T. Standards. They will utilize new state/district-provided curriculum resources and collaborate to create and use similar standards-based unit/lesson plans and administer progress-monitoring assessments with consistent pacing.

2. Science Achievement - Pre-Biology Environmental Science and Biology teachers will collaborate to create and follow standards-aligned focus lessons, supporting one another with shared resources to prepare all students.

3. SWD and Low 25% Learning Gains - Teachers will provide tiered support interventions for Level 1 and Level 2 students in support classes as well as embed literacy support through all content area courses for the success of all students. We will identify the L25% early to allow ample support for their growth. A focus will be placed on standards-based instruction and effective use of research-based strategies and resources.

4. Common Planning - Teachers will lead content area common planning focused on developing effective and relevant instruction by engaging in the following practices: standards study, analyzing data, developing standards-based lessons using vetted district resources and materials, sharing best practices, following/participating in the coaching continuum model, and incorporating research based strategies for small group instruction and differentiated learning. Teachers will also be encouraged to share best practices for student monitoring and engagement strategies.

5. Professional Development and Coaching - Teachers will engage in job-embedded PD and coaching provided by members of the School Leadership, PD, and AVID Site Teams. School-wide PD will focus on implementing literacy and AVID WICOR strategies across content areas.

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.

Teachers will engage in targeted and meaningful professional development, common planning, collaborative data analysis, and shared problem-solving/decision making to strengthen standards-based instructional practices and accelerate student achievement in ELA, Mathematics, Science, and Social

Studies, with particular focus on supporting the ESSA -identified SWD subgroup.

Teacher-led common planning will remain a consistent practice within our school schedule in which teachers will receive embedded PD opportunities.

During the FY23 school year, teachers will continue to master the practice of monitoring for student understanding. They will continue to learn and practice effective evidenced-based instructional practices. Teachers will receive modeling on effective questioning techniques and will be guided in developing probing and rigorous questions that promote complex, critical thinking. Teachers will also receive PD on various student engagement strategies and will implement focused literacy and AVID-WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies schoolwide across the curriculum.

Teachers will continue to focus on various high-yield strategies to support accelerated learning through:
•Releasing instruction gradually (model, guided practice, independent practice)
•Close reading and annotating texts
•Note taking
•Summarizing
•Reinforcing effort and providing recognition
•Representing meaning through multiple modes/nonlinguistic representations
•Differentiating instruction through small groups/cooperative learning
•Setting objectives and providing prescriptive feedback

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

•ELA/Math Coaching: Instructional coaches will work with their respective departmental leaders and teachers during common planning and through teacher coaching/conferencing to implement common focused lesson plans and assessments that target increases to overall learning gains and L25% learning gains.

2. Ongoing Progress Monitoring: All students in ELA, Math, Science, Social Studies courses will be monitored for progress throughout the school year with state and/or district assessments. SWDs will also be specifically monitored for progress and will receive additional classroom support by teachers and support facilitators ensuring lessons are planned based on individual student needs.

3. Gradual Release of Standards-based Instruction: Our primary focus will continue to be on implementing standards-based instruction through the gradual release method and differentiating that instruction with targeted small group support across disciplines.

4. Checking for Understanding and Engagement: Another focus is on deliberate instructional practices to impact student achievement and learning growth across disciplines. Teachers will focus on using strategies to monitor all students for understanding and engage students in active, collaborative learning. School-wide practices will be modeled weekly during common planning meetings to demonstrate their effectiveness.

4. Additional Academic Support: Partnerships with Paper and The Boys and Girls Club-Great Futures Program allow us to provide additional academic support for all students everyday in the morning, during, and afterschool. Math Lab is open for all students during lunches; literacy tutoring is available during and after school for non-reading-ready seniors, and Biology Bootcamps are offered on some Saturdays. Our PE team will also implement reading routines.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
	Our focus for the year is on consistent common planning, one-on-one coaching, and purposeful professional development to ensuring instruction is aligned with curriculum standards and to improve deliberate instructional practices. If instruction is both aligned to course standards and deliberate, we will increase overall achievement in accountable courses, maintain our graduate rate, and continue to increase both learning gains in ELA an Math as well as college and career readiness in accelerated courses.
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The data analysis showed that Forest Hill High School increased overall learning gains and L25% learning gains in ELA and math, contributing to our school letter grade improvement from 2019 to 2022. Given the trends observed in the data, our focus remains on making continued improvement in learning gains for both ELA and math in addition to increasing our overall achievement in ELA, math, and science. Our ESSA identified subgroups decreased by 2 to 1; however, another focus is to eliminate the remaining ESSA-identified subgroup-SWDs-to improve remove our TS&I status.

In alignment to the District's strategic plan, we will ensure all students engage in teaching and learning that results in academic excellence and growth for all. Our instructional priority is to use trends in student data and work samples to identify learning needs in order to adjust instruction.

Therefore, our goal this year is to provide targeted standards-aligned instruction and support for all students, including our only remaining identified ESSA subgroup for 2022, SWDs (38%). With weekly common planning meetings by course groups, one-to-one coaching/conferencing with instructional coaches, and job-embedded PD opportunities, faculty and staff will analyze progress-monitoring data from both state and/or district assessments to determine areas of needed improvement throughout the year in all accountable areas. Additionally, teachers will collaborate to problem-solve, share best practices, and implement deliberate practices to address areas of improvement. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | 1.By FY23 mid-year and/or end-of-year, we will increase by at least 5% the number of component points (+27) for school grade by achieving the following student outcomes in accountable areas:
ELA Achievement:50%
ELA Learning Gains:43%
ELA L25% Learning Gains:47%
Math Achievement:50%
Math Learning Gains:60%
Math L25% Learning Gains:62%
Science Achievement:60%
US History Achievement:64%
Graduation Rate:95%
Acceleration:75%

2.By FY23 mid-year and end-of-year, 80% and 90%, respectively, of accountable course teachers will use common board configuration as evidenced by walkthroughs.

3.By FY23 mid-year and end-of-year, instructional coaches will have provided support to 60% and 80%, respectively, of their departmental teachers through coaching, common planning, and/or professional development.

4.Additional End-of-Year Goals:
•Close by 3% SWD-subgroup achievement gap (removal of TS&I) |

•Increase by 2% enrollment and equity in accelerated classes in master schedule
•Make 1.0 year's growth (standard) in ELA/Math through PYG
•Decrease by 5% the number of students failing Math/ELA courses (EWS indicators)

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Curriculum Leadership Meetings occur weekly where team members (Principal, Assistant Principals, SSCC, LTF, Instructional Coaches/Coordinators/DILs, School Counselors) are responsible for collecting, monitoring, sharing, and analyzing current state and/or local progress monitoring data for accountable courses and for all subgroups as it relates to school improvement. The team discusses weekly how the data compares to the District and demographically similar high schools in the region. Data is analyzed with the SIP outcome/Wildly Important Goal (WIG) for each accountable area in mind, and together the team reflects on how all students are learning and meeting threshold after each formative assessment. In these meetings, Curriculum School Leadership Team members discuss lead and lag indicators as well as evaluate low performing standards and questions around the data to engage in shared problem solving and decision making for school improvement. Administrators use the data to monitor progress through lesson plan reviews, walkthroughs, and observations.
Person responsible for monitoring outcome:	Saara Saarela-Vening (saara.saarela-vening@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Small group instruction will be implemented in accountable courses to support students' learning with multiple means for representation in tasks, processes, and products. 2. In-school and afterschool tutoring programs (e.g., Great Futures, Paper) will be used to ensure learning is supplemented with additional resources and teacher support. Learning labs/bootcamps in accountable areas will also be available to students. 3. Technology-based programs including Khan Academy, Math Nation and IXL will be used in accountable math courses to help integrate knowledge. Florida StudySync, Khan Academy, No Red Ink will be used in ELA courses to support/enhance literacy skills. Reading Plus will be used in Intensive Reading courses to provide intervention support for foundational reading skills. 4. All accountable teachers will participate in common planning/PD and coaching (as needed) to collaboratively focus on best practices and methodologies and to support the focus of teacher deliberate practice and instructional strategies.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	1. Incorporating small groups for instruction based based on FSQ/USA/PBPA data from PM/Unify (Baseball Card, Scoreboard, Student Item Analysis Reports) and/or EDW allows teachers to meet students' needs for standards-based practice and to identify areas of weakness for targeted re-teaching/remediation. All three assessments have proven successful in preparing our students for the statewide assessments. 2. Students who participate in the ELA/EOC during and afterschool tutoring programs have demonstrated increased achievement based on recent data from statewide assessments. 3. Instruction aided by technology-based programs, such as Khan Academy, IXL, Reading Plus and No Red Ink, have proven to help our students prepare successfully for statewide assessments when used with fidelity in the classroom. 4. Common planning/professional development and coaching allow teachers and School Leadership team members an opportunity to collaboratively analyze data, hypothesize, problem solve, develop plans and make decisions to improve student achievement and learning growth.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1.1 Incorporate common pacing (scope and sequence), standards-based lessons (focused lessons), school-wide strategies (AVID WICOR, literacy), and formative assessments in accountable math courses (Algebra I and Geometry).

A. Students will be formatively assessed using district-created FSQs, USAs, and a midterm exam through PM/Unify.

B. With the support of the Math Coach, math teachers of accountable courses will analyze student data to determine strengths and weaknesses in the standards during weekly common planning meetings.

C. The Math Coach will provide professional development and coaching opportunities around teaching the new B.E.S.T. Standards, deliberate practice and instructional strategies, and using small group, differentiated instruction to address learners' unique needs.

D. With the support of the Math Coach, math teachers of accountable courses will utilize collaborative learning opportunities, AVID WICOR strategies, and small group differentiated instruction to ensure all students, including SWDs, are adequately supported.

Person Responsible   Randal Vincent (randal.vincent@palmbeachschools.org)

1.2. Incorporate common pacing (scope and sequence), standards-based lessons (focused lessons), school-wide strategies (AVID WICOR, literacy), and assessments in accountable English Language Arts/ Intensive Reading courses.

A. Students will be formatively assessed using district-created FSQs/USAs/PBPAs through PM/Unify and FAST PMs #1-2 through the FSA Portal.

B. With the support of the Literacy Coach, ELA teachers of accountable courses and reading teachers will analyze student data to determine strengths and weaknesses in the standards during weekly common planning meetings.

C. The Literacy Coach will provide professional development and coaching opportunities around teaching the new B.E.S.T. Standards, deliberate practice and instructional strategies, and using small group, differentiated instruction to address learners' unique needs.

D. With the support of the Literacy Coach, literacy teachers of accountable courses and reading teachers will utilize collaborative learning opportunities, AVID WICOR strategies, and small group differentiated instruction (rotational cycle) to ensure all students, including SWDs, are adequately supported.

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

1.3 Incorporate common pacing (scope and sequence), standards-based lessons (focused lessons), school-wide strategies (AVID WICOR, literacy), and assessments in Biology course.

A. Students will be formatively assessed using district-created FSQs and USAs through PM/Unify.

B. With the support of the Biology Department Instructional Leader (DIL), Biology teachers will analyze student data to determine strengths and weaknesses in the standards during weekly common planning meetings.

C. The DIL and LTF will provide professional development and coaching opportunities around teaching the standards with fidelity, deliberate practice and instructional strategies, and using small group, differentiated instruction to address learners' unique needs.

D. With the support of the DIL and LTF, Biology teachers will utilize collaborative learning opportunities, AVID WICOR strategies, and small group differentiated instruction to ensure all students, including SWDs, are adequately supported.

Person Responsible   Troy Rose (troy.rose@palmbeachschools.org)

1.4 Incorporate common pacing (scope and sequence), standards-based lessons (focused lessons), school-wide strategies (AVID WICOR, literacy), and assessments in US History course.

A. Students will be formatively assessed using district-created FSQs, USAs, and common assessments through PM/Unify.
B. With the support of the Social Studies Department Instructional Leader (DIL), US History teachers will analyze student data to determine strengths and weaknesses in the standards during weekly common planning meetings.
C. The DIL and LTF will provide professional development and coaching opportunities around teaching the standards with fidelity, deliberate practice and instructional strategies, and using small group, differentiated instruction to address learners' unique needs.
D. With the support of the DIL and LTF, US History teachers will utilize collaborative learning opportunities, AVID WICOR strategies, and small group differentiated instruction to ensure all students, including SWDs, are adequately supported.

Person Responsible   Yamilee Emmanuel-Kelly (yamilee.emmanuel-kelly@palmbeachschools.org)

2. Provide supplemental academic/tutorial support programs in accountable subject areas and with a focus on identified ESSA-SWD-subgroup.
A. Analyze student data to determine students for tutorial groups and the support necessary.
B. Choose research-based supplemental materials and resources to use during tutorials.
C. Analyze teacher classroom data to determine who will serve as tutors.
D. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
E. Select and group students for pullout tutorials, afterschool and Saturday Success Academies based on the results from FY22 FSA/EOCs, FSQs, USAs and Winter Diagnostics; and ESSA identified subgroups-SWD.

Person Responsible   Sarika Roopnarine (sarika.roopnarine@palmbeachschools.org)

3. Utilize adaptive technology in Algebra I and Geometry courses (Math Nation, IXL, Khan Academy), ELA courses (Florida StudySync, No Red Ink), and Intensive Reading courses (Reading Plus).
A. Teachers will be provided with professional development to ensure appropriate use of adaptive technology through small group rotational cycle.
B. Teachers of accountable Math and ELA courses as well as Intensive Reading courses will develop a small group rotational schedule to ensure all students have access to technology.
C. Teachers will engage students in small group differentiated instruction based on results of adaptive technology.

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

4. Implement common planning, purposeful professional development opportunities, and the coaching cycle regularly across departments/subject-area teams.
A. Common planning schedule will be developed to include all content area, resource, and elective teachers.
B. Common planning will focus on data analysis and effective instruction based on identified needs.
C. PD Team will provide professional learning opportunities that address school-wide practices/strategies of focus (AVID-WICOR, deliberate instructional practice, monitoring, student engagement) and identified needs.
c. Instructional Coaches and LTF will 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 Florida's standards during common planning. Teachers will work collaboratively to plan focused lessons with strategies based on the standards.
E. Instructional coaches, LTF, and PD Team will provide multiple learning opportunities to practice and utilize research-based strategies.

Person Responsible   Tara Smith (tara.smith@palmbeachschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Forest Hill High School has a Schoolwide Positive Behavior Support Team in place to provide all stakeholders (staff, students, parents and community) with professional development on the SOAR 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 professional development and also used in the after school programs. 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 include the Check-in/Check-out process which
involves daily goal setting and feedback with one of the school's counselors and/or deans. Student mentoring programs are also in place to provide pre-identified students with guidance and support. Mental and/or Behavioral Health Professional staff members are also provided to students as needed to support them with counseling services and behavioral mental health needs.

SwPBS 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 SwPB Team will provide incentives to teachers throughout the year for going above-and-beyond.

AVID strategies are also implemented schoolwide to ensure college readiness. Academic support for students is provided with writing, inquiring, collaborating, organizing, and reading strategies through the AVID elective and content-areas courses. Through our AVID Program, scholars learn about organization, study skills, communication, and self-advocacy. Teachers will also receive PD by our AVID Site Team on how to implement AVID strategies across curricular areas.

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, Teen Outreach Program, Take Stock in Children and Johnson Scholars, "Young Women Who Win" through the Youth Empowerment Program, and Latinos in Action.

In alignment to SB Policy2.09 and F.S.S.1003.42, FHHS 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 F.S.S.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:

(g)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".

(h)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.

(p)Hispanic contributions to US

(q)Women's contributions to US

(s)Character Development

(t)Sacrifices of Veterans/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 F.S.S.1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the SDPBC curriculum resource platform, 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 common planning meetings and other professional development opportunities. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and PBS program.

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

Overall, we promote a BEST positive growth mindset where all faculty and students are encouraged to Believe, Expect, Support, and Thrive.

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

Principal and School Leadership: The principal and his leadership team are responsible for promoting collaboration and professional courtesy among staff members and together create 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 and students feel empowered to to do their best.

SSCC: The Single School Culture Coordinator supports all staff members and students in feeling safe, welcomed, 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 balanced representation and positive partnership to make decisions that will positively impact student achievement and create a welcoming environment for all stakeholders.