

Forest High School

5000 SE MARICAMP RD, Ocala, FL 34480

[no web address on file]

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

43%

Alternative/ESE Center

No

Charter School

No

Minority

36%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	B	A

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

“The Forest High School Community is committed to providing the skills and education necessary for students to reach their full potential.”

Provide the school's vision statement

The Forest High School educational environment encourages school –to-career skill development and post- secondary education by providing a wide variety of core and elective courses as well as sports and activities.

Forest High School provides a safe learning environment in which students can be successful as individuals, as members of a team, and within the community.

Forest High School fosters open communication between the school and home and encourages family involvement.

Forest High School teachers are provided staff development opportunities to master technologies and instructional strategies that improve student performance.

Forest High School promotes an equal opportunity learning environment and encourages all students to respect the cultural diversity of others.

Forest High School provides motivation and encouragement to students to help them achieve their goals.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

FHS has 31 clubs and 25 athletic teams with over 1600 students involved in one or more club or sport. Coaches and club sponsors get to know students on an individual basis and build relationships with these students. Additionally, all teachers have a CAT Period class that they meet with every day for the entire year. This allows for a consistent adult influence in each of their lives for the entire year. Through these opportunities, relationships are built and students' cultures are embraced.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Every morning, Forest High School students rest assured in knowing that Forest High School will be open and allow students on campus before school starts in order to ensure their safety. During school hours, the faculty, along with the Guidance and Discipline offices work to identify and address issues that threaten student respect and safety. There are many ways threats to student safety and respect are addressed at Forest High School. For example, the faculty reports these student issues to either Guidance Counselors or Deans. They, in turn, conduct inquiries to resolve the matter, often interviewing parties involved and determining the validity of the threat. Threats that are “substantiated” are given disciplinary action ranging from “no contact” orders to more severe punishments that may include out of school suspension. The parents/guardians are contacted by telephone and by mail. After school activities are supervised by Forest personnel including administrative staff.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school wide behavioral system at Forest High School is based on several components like school wide expectations (The Wildcat Way) and the Multi-Tiered System of Support (MTSS). The Wildcat Way was established to become the tenet of what is expected out of every student at Forest High School. Be on time, be respectful, be prepared became the principle five years ago for guiding student behavioral expectations. Along with the expectation, rules by setting were created to allow students to learn how the Wildcat Way applied to different settings like hallway behavior during transitions, the cafeteria, the library, and the classroom.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Forest High School provides for the social–emotional needs of students through many means. At the base of operations lies the Guidance Office, which is available to serve student social-emotional needs at a moment’s notice or with scheduled appointments, depending on the severity of the case at hand. The Guidance Office also educates the faculty and students on recognizing possible signs and response to students in distress. For more specialized needs, the Guidance Office relies on assistance from other MCPS resources such as the school social worker and school psychologist. The school social worker will perform home visits to assist in the assessment of student welfare, and provide basic pressing needs like alarm clocks and school supplies to ensure student success. School psychologists enter at a more surgical level providing one-on-one counseling services for student social-emotional needs in the event of a school or community related tragedy.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Early Warning Systems: purpose = early warning for counselors to identify at risk kids.

1. At each interim (4.5 wks.) MTSS leader runs universal screener and course failure reports* and disaggregates data to identify students at risk. Deans, guidance counselors, APC, behavior specialist, school psychologist, and school social workers are informed.
2. At each quarter, the Universal screener and failure reports are run once again. Deans, guidance counselors, APC, behavior specialist, school psychologist, and school social workers updated. At risk students are identified.
3. Meetings are scheduled with teachers, counsellors, deans, and APC as part of fact finding reasons for student failures (to be conducted within 2 week window between grades being sent home and scheduled meeting). Best practices are shared among teachers.
4. Team convenes on established dates to discuss students listed, reasons for failure, and probability for level 2 interventions designed with aid of behavior specialist, school psychologist and school social worker.

*Universal screener = attendance and discipline; failure report = 3 or more classes failed.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	109	111	145	185	550
One or more suspensions	72	100	81	76	329
Course failure in ELA or Math	60	70	73	18	221
Level 1 on statewide assessment	105	123	41	17	286

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	139	185	166	114	604

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Strategies include:

- 1 MTSS meeting every 4.5 weeks to identify groups and strategies used to improve academic performance.
2. Grade level meetings with common teachers of failing students
3. Support facilitators meeting with ESE students for testing and tutoring

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

An estimated 60% of parents attend at least one after school activity at school. This includes Open House, Open Campus, Parent Meetings, Parents Night and Athletic events.

Open House was held on September 15th with an estimated 75% participation on the part of the parents.

A monthly newsletter is posted on-line as well as paper copies are made available. This highlights important activities and meetings of the Forest High School Community.

Monthly SAC meetings are held to keep the parents abreast of successes and challenges at Forest High School.

The "Parent Portal" is available and encouraged at Forest. This allows parents to monitor their students academic performance online. A quarterly progress report is prepared by all teachers for the parents also.

Currently, 65.81% of students parents are enrolled on the Parent Portal.

We would like all parents to be involved with their students by actively using the Parent Portal.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our partnerships are mutually supportive arrangements between businesses and Forest High School, in which the partners and the school commit to specific goals and activities, intended to enhance educational opportunities to benefit students and/or teachers. We currently have two “official” business partners (E-One and Zaxby’s) and our EMIT program partners with Duke Energy. We seek and receive support from various agencies and members of our community for specific tasks, such as the FIRST Robotics competition, on an as needed basis. We also get support from businesses to support our athletic teams, for which we prominently display their poster/logo at our field and gym. The Athletic Director and EMIT Director spend a great deal of time meeting with these businesses to ensure they are mutually beneficial.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Carson, Brent	Principal
Merians, Gary	Assistant Principal
Pittman, Jamie	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Brent Carson- Principal
 Jamie Pittman- Assistant Principal of Curriculum
 Gary Merians- Assistant Principal of Instruction
 Ecliff Telford- Guidance Counselor
 Traci Moody- Guidance Counselor
 David Forbes- Dean of Students
 Steven Powell- Dean of Students
 Phyllis Swords- Inclusion Teacher
 Allan Hisey- Dean/MTSS

School Administration provides a common vision for understanding data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Guidance Counselors participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities.

Deans of Discipline participate in collection, interpretation, and analysis of data, facilitate development of intervention plans, provide support for intervention fidelity and documentation, and provide professional development and technical assistance for problem-solving activities.

Select General Education Teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with SAT team to implement Tier 2

interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

ESE Teachers participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as lesson planning and co-teaching.

Reading Coaches provide guidance on K-12 reading plan; assist in data analysis; provide professional development and technical assistance to teachers regarding data-based instructional planning for reading teachers and CAR-PD trained teachers.

Social Workers/Social Worker Assistants provide interventions for students. They work with child-serving community agencies to support the child's academic, emotional, behavioral, and social success.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Data and information sharing meetings are bi-weekly or as needed. Discipline data is compiled by the deans. Academic data is compiled as needed by the Assistant Principal of Instruction as well as guidance counselors. MTSS data is shared with the leadership team at weekly or as needed meetings.

Migrant Program- District Funds are used to purchase school supplies under the Migrant Program. A Migrant Liaison is funded that works with schools and families to identify students and provide need referrals for families.

Referrals to After School Tutorial Program to improve grades, increased promotion, improve attendance and reduce dropouts. Families must meet federal eligibility requirements to participate in the program.

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Marion County Sheriffs Department School Resource Officer is on campus.

Other agencies that you may be collaborating with for various programs:

Marion County Children's Alliance

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Brent Carson	Principal
Allison Lanza	Parent
Carol Cameron	Parent
Brent Carson	Principal
Cathy Carr	Parent
Joan Chappell	Parent
Woody Clymer	Parent
Leigh Anne Link	Parent
Lauren Deiorio	Parent
Suzanne Aldana	Business/Community
Quinn Flournoy	Parent
Katie Kimball	Parent
James Long	Parent
Marcia Northcut	Parent
Steven Powell	Teacher
Faith Shirley	Parent
Shelly Ross	Parent
Stephanie Albright	Parent
Pam Williams	Parent
Rachel Mazzurco	Student
Veverly Clayton	Parent
Kirby McMullen	Student
Zander Reed	Student
Priscila Luzeriago	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

DATA in reference to the previous school year is shared and discussed at the first SAC meeting of the school year. Catagories that met goals as well as those that may have not reached targets are explained and input is solicited from the SAC committee. Suggestions and improvements are forwarded and used in the development of this years SIP.

Development of this school improvement plan

SAC memebers are included in the development of this plan through their consistent input. Information and DATA are shared at regular meetings. The SAC committe aids in the development of

parental involvement goals and activities providing input regarding school improvement recommendations. The SAC committee reviews the SIP prior to submission. SIP data and information is presented to the SAC Committee at their regular monthly meetings. Input is solicited at these meetings to develop goals for the following year.

Preparation of the school's annual budget and plan

The SAC committee determines the spending of all SAC funds and school improvement dollars. With the guidance and input of the administration, the funds are allocated to fund projects that the SAC committee approves.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement funds are used with SAC approval for needed materials or equipment, as well as to provide funding for teacher training. The SAC mini-grants provide up to \$500 to individual teachers for a total of up to \$5000.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

To be verified before final submission.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Collins, Elizabeth	Teacher, K-12
Pittman, Jamie	Assistant Principal
Merians, Gary	Assistant Principal
Yancey, Jed	Teacher, K-12
Collins, Lillian	Teacher, K-12
Williams, Rhonda	Teacher, K-12
Maldonado-Garcia, Annette	Teacher, K-12
Pohlers, Jennifer	Teacher, K-12
Scott, Merideth	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT meets regularly to discuss current data, reading issues, teacher training and meetings with our reading teams etc. Content teachers are supported and encouraged to pursue CAR-PD certification so that appropriate strategies will benefit all students rather than just Intensive Reading students. The Testing Coordinator and Assistant Principals are present and train the rest of the administrative staff on current data and reading resources so they can meet with the respective departments and offer support to the teachers. The Reading Coach plans Reading Data Planning Days with the Reading teachers to go over individual student data and grouping so that the teachers

can differentiate and individualize instruction in their class and support their team teachers in monitoring these reading students in the content classes.

The Library media specialist promotes literacy through numerous activities including "Book Club", "Battle of the Books", and "Book Fair", several times during the school year. These activities are promoted for all students.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Department Collaborative meetings are held Bi- Monthly including early release days. Teachers are encouraged to plan and share best practices during this time.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Teachers seeking employment apply on-line to the Marion County Public School Personnel Office. The Personnel Office posts available positions. The teachers apply for the positions in which they have an interest and qualifications. Then, the school level principal selects a group of highly qualified persons to interview.

Principal is responsible.

2. The interview process includes the principal, an assistant principal. A representative from the department may also be added as deemed appropriate.

The Principal and Assistant Principal is responsible.

3. In an effort to retain highly qualified teachers, selected new and beginning teachers are paired with an experienced staff member.

Principal and Staff member

4. Implementation of the MCIES teacher evaluation. Administrative team is responsible.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New Teachers to Forest High School are introduced and assigned a teacher mentor. These teachers attend faculty meetings and department meetings and the partnered teacher is the "GO TO" person for the new teacher.

Teachers that are new to education, first year, new to Florida are assigned a peer teacher to assist them in adjusting to the profession.

These teachers;

*Attend district and school trainings together

*Work together to plan for instructions

*Attend faculty meetings together

Teachers that are leaders in the department are asked to mentor new teachers. Ms. Pittman coordinates the new teachers to assure that any required professional development program is completed for certification of the new teacher.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

FHS uses the district provided curriculum maps, assessments, and instructional materials resources in each of the courses offered here. These resources are vetted by district and school professionals to ensure compliance with and rigorous attention to standards-based instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Student FCAT data, grade histories, progress monitoring data, and teacher formative assessment data is used to determine student placement in the appropriate courses. Once proper placement is provided, curriculum is differentiated based on student needs within each course. Additionally, teachers look at their individual student data as provided by Performance Matters to guide instruction and determine best practices to meet student needs. READ180 and Reading Plus are differentiated computer programs used within the Intensive Reading courses to individualized instruction based on student need. Teachers use large and small group instruction, cooperative learning, peer tutoring, and other research-based strategies to meet the needs of struggling students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,400

Tutoring is offered in library on Tuesdays and Thursdays beginning September 15 and running until the last week of school.

Strategy Rationale

Students receive extra time on task and learning opportunities

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pittman, Jamie, jamie.pittman@marion.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teacher and National honor society keeps sign in of students attending.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

FHS Administrators go to each of the feeder middle schools to meet with 8th graders zoned to attend FHS the following school year. We meet with these students again in April at the 8th Grade Parent

Night where we share graduation requirements, bright futures requirements, extra-curricular activities and sports offered at FHS. We have club sponsors and coaches available to at this meeting to answer parent and incoming student questions. In August we have Open Campus before school starts so that new incoming freshmen can get their tentative schedule and a map of the campus so they can find their classes before they have to be there on the first day. The first week of school, we begin our class meetings to make sure students are prepared for success from the start of school. We also have an Open House in September for parents to meet teachers and learn their child's schedule.

For our seniors, we have three evenings each year to help students with financial aid, to include Bright Futures. We have Dual Enrollment seminars to help students plan for college. We have recruiter visits so our students can learn about career options with the armed forces. We have an extensive On-the-Job training program with several hundred students involved in on the OJT. Additionally, we offer 13 Industry Certification Programs at FHS.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

To insure students' course of study is personally meaningful, Forest High School and the school counselors use a systematic consultative approach to provide career relevant information. Within this process, guidance counselors use individual and group meetings to evaluate and discuss students' course of study. The students individual interests, test scores, and overall academic profile and career information are addressed and taken into consideration. A parent night is provided to answer questions for incoming ninth grade students and their parents.

The Assistant Principal of Curriculum visits each middle school to discuss course selections with all eighth grade feeder schools. This exposes the students to the course directory and begins the class selection process.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Forest High School has 12 applied programs ranging from Health Assisting and Drafting to Criminal Justice, Culinary Arts and Junior ROTC. Through such programs we are able to offer students of all ability levels the opportunity to explore various career paths, according to their interests. These programs enable teachers to show students how the topics they are covering in their core subjects apply to their future career choices. Each Career & Technical Education (i.e., applied) program consists of at least four courses, allowing students to follow a chosen career path for up to four years, to deepen their understanding and skills in that area. Students who have participated in one program for at least three years will have the opportunity to sit for an industry certification exam in the area of their studies. (For example, Drafting students will take the AutoDesk Certified Associate (AutoCAD) exam.)

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

An analysis of the High School Feedback Report for 2012 graduates shows that FHS graduates perform very well at the post-secondary level as compared to the state percentages. This report is available for to stakeholders. We will continue to prepare our students for post-secondary opportunities by continuing to offer a variety of AP and dual enrollment course options, increasing those offerings when appropriate. According to the 2012 School accountability report trend data, A.P. enrollment has steadily increased in the last three years of the report. We know that this trend has continued based on the large increase in enrollment in A.P. courses last year as well as the 2012-2013 and 2013-2014 school year. In 2014-15, we will continue to focus on increasing our students' participation in these acceleration opportunities, especially in the area of dual enrollment in

the Career & Technical area, for which qualifications are less stringent, allowing a greater number of students to participate. Dual Enrollment in English (ENC1101) enrollment increased significantly this school year. In an effort to increase CPT participation, all juniors are scheduled to take the CPT in our Career Center during the school day. In addition, seniors who were identified as needing math remediation (at the college level) enrolled in the Math for College Readiness course. When looking at trend data in this report, we see a consistent effort to increase the school scoring data as compared to the state averages. Many categories increased especially over the numbers from three years prior in the 2011 report. Trends are upward as well as our efforts to improve in the categories listed.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

An analysis of the High School Feedback Report for 2012 graduates shows that Forest students do relatively well at post - secondary schools as compared to District and State percentages. This report is available to all stakeholders. Forest will continue to prepare students for post - secondary opportunities by continuing to offer a variety of AP and dual enrollment course options and increasing those offerings when appropriate. According to the 2012 School accountability Report trend data, A.P. enrollment has steadily increased the past three years of the report. We know that it increased during the 2013-2014 school year also. During 2014-2015 we will continue to focus on increasing our student participation in acceleration opportunities. Dual enrollment classes are now offered on campus and more students are taking advantage of these classes. Career & Technical acceleration is also being emphasized. In an effort to increase CPT participation, all juniors are scheduled to take the College Placement Test in our Career center during the school day. Students that are seniors who are identified as needing math remediation (at the college level) are enrolled in Math For College Readiness course.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Through increased staff development as well as increased writing across the curriculum, the percentage of students scoring proficient on the ELA portion of state tests will increase. These include reading as well as writing skills.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Through increased staff development as well as increased writing across the curriculum, the percentage of students scoring proficient on the ELA portion of state tests will increase. These include reading as well as writing skills. 1a

 G045602

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	69.0

Resources Available to Support the Goal 2

- Teachers of English
- All subject area teachers
- CAT Period
- District Funding and expertise

Targeted Barriers to Achieving the Goal 3

- lack of consistent writing practice

Plan to Monitor Progress Toward G1. 8

Teachers of English will monitor their students through Quarterly writing as well as daily classwork as well as Summative tests.

Person Responsible

Brent Carson

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student grades on writing assessments as well as QWA. Summative Test scores.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Through increased staff development as well as increased writing across the curriculum, the percentage of students scoring proficient on the ELA portion of state tests will increase. These include reading as well as writing skills. **1**

 G045602

G1.B1 lack of consistent writing practice **2**

 B112578

G1.B1.S1 Expect proper writing to be incorporated into all subjects **4**

 S124004

Strategy Rationale

More practice of proper writing skills will result in more consistent improved writing. This will increase proficiency on tests.

Action Step 1 **5**

Teachers of all subjects will incorporate proper writing into daily lessons.

Person Responsible

Jamie Pittman

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

The administration will examine lesson plans, complete observations and see evidence of student writing.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Walk through observations. Lesson plans

Person Responsible

Brent Carson

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Administration will observe writing activities when doing Walk throughs as well as formal observations. Student work will be examined during callaborative meetings with each department.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Students will complete a Quarterly writing assessment to be used to determine strengths and weaknesses in writing.

Person Responsible

Jamie Pittman

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Scores on assessment recorded and monitored in Performance Matters.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers of all subjects will incorporate proper writing into daily lessons.	Pittman, Jamie	8/18/2014	The administration will examine lesson plans, complete observations and see evidence of student writing.	6/5/2015 daily
G1.MA1	Teachers of English will monitor their students through Quarterly writing as well as daily classwork as well as Summative tests.	Carson, Brent	8/18/2014	Student grades on writing assessments as well as QWA. Summative Test scores.	6/5/2015 daily
G1.B1.S1.MA1	Students will complete a Quarterly writing assessment to be used to determine strengths and weaknesses in writing.	Pittman, Jamie	8/18/2014	Scores on assessment recorded and monitored in Performance Matters.	6/5/2015 quarterly
G1.B1.S1.MA1	Walk through observations. Lesson plans	Carson, Brent	8/18/2014	Administration will observe writing activities when doing Walk throughs as	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				well as formal observations. Student work will be examined during collaborative meetings with each department.	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Through increased staff development as well as increased writing across the curriculum, the percentage of students scoring proficient on the ELA portion of state tests will increase. These include reading as well as writing skills.

G1.B1 lack of consistent writing practice

G1.B1.S1 Expect proper writing to be incorporated into all subjects

PD Opportunity 1

Teachers of all subjects will incorporate proper writing into daily lessons.

Facilitator

Jamie Pittman and the writing Task force.

Participants

All teachers

Schedule

Daily, from 8/18/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0