Forest Hill Community High School

2023-24
Schoolwide Improvement Plan (SIP)

Table of Contents

Forest Hill Community High School

6901 PARKER AVE, West Palm Beach, FL 33405

https://fhhs.palmbeachschools.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 a 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 center on heightened literacy, numeracy, and inquiry in an environment of collegiality that promotes school-wide pride, internationalism, and service for all.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdow Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

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	Teacher, K-12	Mr. Justin Boruch, the IB Coordinator at Forest Hill High School, is responsible for implementing the SIP in relation to all IB MYP as well as DP/CP students and teachers by coordinating IB testing, collecting and analyzing data as well as developing and organizing curriculum and teacher professional development for the International Baccalaureate Program. Additionally, Mr. Boruch promotes the IB choice program on campus as well as serves as a PD Team member through which he 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 the department instructional leader for social studies Forest Hill High School and is responsible for data tracking and analysis as well as goal setting and reporting of critical content information for the social studies subject area. She is responsible for implementing the SIP for all students and teachers by conducting 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 execution of SIP items in relation to Grade 10 students, the Science Department, Environmental Science Academy, the ELL Department, and the Fine and 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 support through classroom walkthroughs, common planning/PLC meetings, school-wide professional development planning, and data-analysis. Additional responsibilities for Mr. Loyd include

Name	Position Title	Job Duties and Responsibilities
		•School Based Team •Student Discipline •Parent Liaison •Tutorials (Title I, ESSER) •Pre-service interns (PBSC/FAU/PBA) •Textbooks •Educator Support Program (ESP) •Title I
Roopnarine, Sarika		Ms. Sarika Roopnarine is Forest Hill High School's Learning Team Facilitator and is responsible for implementing the SIP for all students by supporting teachers across departments in PLCs with planning standards-based lessons, integrating school-wide AVID and literacy strategies, and making data-driven instructional decisions. Ms. Roopnarine further supports school-wide teaching and learning initiatives and supports teachers with collaborative data analysis, goal setting, and monitoring of student progress across subject areas. Additionally, Ms. Roopnarine is a member of 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. Ms. Roopnarine is also responsible for providing supplemental academic enrichment and support in accountable subject areas with a focus on identified ESSA subgroup(s).
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 Grade 9 students, the World Languages Department, our Dual Language Program, the Math Department as well as our AVID and Latinos in Action programs. She is also responsible for providing effective leadership support through classroom walkthroughs, common planning/PLC meetings, school-wide professional development planning, and data-analysis. Her additional administrative responsibilities include •School Based Team •Student Discipline •Parent Liaison •SEL/Mental Health •Community Initiatives (School Advisory Council, Open House, Freshman Orientation
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 Grade 11 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 further responsible for providing effective leadership support 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 •Student Discipline •Parent Liaison •Vision & Hearing/ Record Disposal/ Immunizations

Name	Position Title	Job Duties and Responsibilities
		•Student Services Lead: Alt Education, Expulsions, Deans Administrator •Facilities Administrator: Hurricane Shelter Director, Technology, Custodial, Student and Staff Parking, Safety (Campus Supervision Plan, Student Handbook, Crisis Response Plan) •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 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 development for the Choice/CTE programs. Additionally, Ms. Sardina promotes academy programs on campus.
Smith, Tara	Other	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 all students and teachers. She provides administrative support for the English Language Arts Department (curriculum and instruction). She is also responsible for providing effective leadership for the school's Professional Development Team and works with our Learning Team Facilitator in the coordination and implementation of appropriate school-wide professional development and PLCs/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: •Facilitate Leadership Team PLCs •Professional Learning Communities POC • Accreditation POC •Data Tracking/Analysis Support •FSA & EOC Testing Administrator •Community Initiatives (Quarterly Newsletter & Social Media Liaison) • Student Discipline and Campus Supervision Support • School Pictures/Student IDs • Support for School-wide Initiatives (AVID, Literacy Across Curriculum) • AVID Site Team Member •Literacy Committee Admin Member

Name	Position Title	Job Duties and Responsibilities
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 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 academic suppo enrichment 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 w Department Instructional Leaders. Additionally, she is a member of our PD Team through which she is responsible for coordinating and providing engaging schoolwid 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	Math Coach	Mr. Randal Vincent serves as the Math Instructional Coach for Forest Hill High Scho and is responsible for implementing the SIP for all students and teachers through data-tracking, data analy reporting of critical content information for Algebra 1 and Geometry, and coaching. H is also responsible for conducting math tutorials, providing appropriate school-wide professional development, and facilitatin PLCs/common planning meetings that are driven by data-analysis for the Mathemati Department in collaboration with Department Instructional Leaders.
Palan, Vanessa	ELL Compliance Specialist	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.
Gregory, Jillian	Other	Ms. Jillian Millay is Forest Hill High School's Testing Coordinator. She is responsible 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 eLearning Contact for ou 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.
Boutet, Elizabeth	Assistant Principal	Ms. Elizabeth Boutet is the Assistant Principal at Forest Hill High School responsible the execution of SIP items in relation to 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 le administrator over the masterboard (scheduling, equity and access in masterboard) leads data tracking (Marzano, EDW, Unify/Performance Matters). She is also responsible for providing effective leadership support through classroom walkthroug PLCs/common planning meetings, and data-analysis. Some of her other administrat

Name	Position Title	Job Duties and Responsibilities
		duties include: •School Based Team •Student Discipline •Parent Liaison •Curriculum and Instruction Lead •E2020 Lead Administrator
Slydell, Camella	Assistant Principal	Ms. Camella Slydell is the Assistant Principal for Forest Hill High School responsible the execution of SIP items in relation to the Grade 12 students, our Academy/Choice Programs (JROTC, Criminal Justice, IB) including CTE Department for Industry Certifications (Medical Sciences, IT/Digital Design, Culinary, Hospitality & Tourism, Engineering), and our Elective Physical Education courses. Additionally, she is responsible for the school's opening plan for student enrollment as well as monitorin student absences and truancy schoolwide. She also serves as our school's lead transportation contact. Further, Ms. Slydell is responsible for providing effective leadership support through classroom walkthroughs, PLCs/common planning meetin school-wide professional development, and data-analysis. Some of the other administrative duties that Ms. Slydell is responsible for include: •School Based Team •Student Discipline •Parent Liaison •Awards and Recognition
Hasegawa Vargas, Ayako	Other	Ms. Ayako Hasegawa is the AICE & AP Program Coordinator at Forest Hill High School. She is responsible for implementing the SIP in relation to all AICE & AP students and teachers. Her role includes coordinating AICE & AP accelerated testing collecting and analyzing data, as well as developing and organizing curriculum and teacher professional development for the AICE and AP Programs that builds capacit and collegiality as well as improves teaching quality with a strong focus on student achievement.
Cohen, Lisa	Other	Mrs. Lisa Cohen is the lead school counselor at Forest Hill Community High School is primarily responsible for the all ESE students, our senior students, and working closely with our most academically at-risk students. In addition to providing counselin services, she offers recommendations to teachers, students, and family members wi interventions needed to improve the learning for all students.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Input from all stakeholder groups is used in the development of the SIP through collaborative goal setting and ac planning during weekly leadership team meetings/PLCs, biweekly PLCs/common planning meetings, and monthl departmental/faculty meetings. Further discussion and approval of the SIP is achieved through the School Adviso

Council that includes all required stakeholders (teachers and school staff, parents, students, and business/ community leaders). Weekly areas of school improvement focus include goals, strategies, and interventions for increasing student achievement in ELA (32%), Math (%), Biology (%), US History (%), Graduation Rate (%) and Acceleration (%). In addition to securing input for SIP development from instructional leaders and teachers during PLCs/common planning, our SSCC, accelerated coordinators, literacy and math coaches, and instructional department leaders are also responsible for keeping the leadership team updated about progress toward school-wide improvement goals in each subject area during the weekly instructional leadership team meetings. Action st including strategies and interventions are discussed and adjusted in relation to students' response to them as determined by students' performance on local progress monitoring assessments, other formative measures, and teacher input. Furthermore, in an effort to decrease the achievement gap for our SWDs (38%) and ELLs (47%) b our ESE and ESOL coordinators are responsible for tracking and reporting on student progress, strategies, and interventions based on identified needs of each subgroup.

Principal and School Leadership: The principal and his leadership team are responsible for collaboratively conducting a comprehensive school-wide needs assessment and data review, developing and implementing a pl for improvement based on evaluation of the data. The leadership team is also responsible for reviewing and addressing resource allocation and utilization that may be contributing to low performance.

Teachers and Staff: All teachers and staff are invited to provide input on the development and implementation of SIP through faculty meetings, departmental meetings, and PLCs/common planning meetings in which school-wid data-driven goals and action steps, are developed and monitored collaboratively. Teacher professional developm in the selection and implementation of specific strategies and interventions (AVID, Literacy) is provided during PD and PLCs/common planning.

ESE and ESOL Coordinators and Administrative Leads: Input regarding specific interventions and strategies to increase achievement among our SWDs and ELLs, ESSA-subgroups, is provided during our weekly instructional leadership team meetings from our ESE and ESOL Coordinators in the development of the SIP. Support facilitato also provide input about ESE and ESOL-specific strategies and interventions during PLCs/common planning.

SAC: Students, faculty/staff, business and community leaders, and parents/families are invited to give their input the development and implementation of the SIP through SAC membership and/or participation at monthly SAC meetings at which the SIP is discussed and approved by a balanced representation of members.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the great achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation through a variety of means including regular comprehensive review of student performance data on local progress monitoring measures (FSQs, USAs, PBPA PMs, etc.) to identify schoolwide needs and school improvement goals during weekly instructional leadership tea PLCs and bi-weekly departmental PLCs/common planning meetings across all core subject areas. Additionally, t principal and his leadership team will also monitor effectiveness and impact of the SIP through regular instruction classroom walks. The team will debrief to discuss identified trends and needs in relation to the SIP. The PD Tear will also use the SIP to guide schoolwide PD focus throughout the year.

Both quantitative student assessment data and qualitative data from instructional walks will be regularly collected and analyzed for trends and needs. Instructional leaders and academic coaches and coordinators will support teachers with standards-aligned instructional planning and decision making based on the data from local progres monitoring results. Interventions/strategies will be implemented and adjusted based on students' response to the interventions and progress toward meeting the State's academic standards.

To ensure continuous improvement, a mid-year collaborative review/analysis of the SIP will be conducted by the principal and his instructional leadership team using local progress monitoring data to compare school and district performance. SIP goals and strategies will be adjusted in response to identified needs and trends determined by mid-year data review. Input on the mid-year review of the SIP will be secured from all stakeholders via regular faculty meetings, PLCs/common planning meetings, and SAC meetings.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	88%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FR
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elemen middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible student with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	St
ELA Achievement*	35	52	50	42	55	51	42		
ELA Learning Gains				50			44		
ELA Lowest 25th Percentile				41			36		
Math Achievement*	28	38	38	31	42	38	21		
Math Learning Gains				54			22		
Math Lowest 25th Percentile				56			21		
Science Achievement*	60	68	64	42	43	40	77		
Social Studies Achievement*	63	67	66	61	53	48	41		
Middle School Acceleration					46	44			
Graduation Rate	86	90	89	95	65	61	90		
College and Career Acceleration	73	71	65	72	69	67	70		
ELP Progress	38	40	45	40			41		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATS
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	383
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	86

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATS
OVERALL Federal Index – All Students	53

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	584
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	95

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	4	
ELL	39	Yes	1	
AMI				
ASN				
BLK	42			
HSP	55			
MUL	70			
PAC				
WHT	66			
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	3	
ELL	47			
AMI				
ASN	70			
BLK	46			
HSP	53			
MUL	72			
PAC				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Yea the Subgroup is Below 32%
WHT	61			
FRL	51			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and wa not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	El Prog
All Students	35			28			60	63		86	73	3
SWD	11			14			23	49		32	7	2
ELL	11			18			20	36		79	7	3
AMI												
ASN												
BLK	19			19			46	51		52	7	2
HSP	36			28			60	61		76	7	3
MUL	70										1	
PAC												
WHT	44			41			71	80		78	6	
FRL	33			27			57	60		72	7	3

2021-22 ACCOUNTABILITY 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	El Prog
All Students	42	50	41	31	54	56	42	61		95	72	4
SWD	17	40	42	10	44	55	15	32		97	30	
ELL	20	41	37	25	52	55	37	40		91	79	4
AMI												
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	4
MUL	71	67		40			64			100	90	

												2021-22 ACCOUNTABILITY 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	EI Prog
PAC												
WHT	54	57	47	42	61	75	58	75		96	80	2
FRL	39	48	40	29	53	56	39	58		95	70	3

												2020-21 ACCOUNTABILITY 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	EI Prog
All Students	42	44	36	21	22	21	77	41		90	70	4
SWD	14	27	19	10	20	24	65	23		93	34	
ELL	24	40	35	14	25	20	69	30		76	78	4
AMI												
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	4
MUL	53	50		30						85	73	
PAC												
WHT	56	50	52	34	28	7	91	44		89	84	3
FRL	38	42	34	19	21	21	75	39		89	67	4

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments

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

					ELA	
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	35%	50%	-15%	50%	-15%
09	2023 - Spring	30%	48%	-18%	48%	-18%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Compariso
N/A	2023 - Spring	18%	48%	-30%	50%	-32%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Compariso
N/A	2023 - Spring	38%	50%	-12%	48%	-10%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Compariso
N/A	2023 - Spring	53%	63%	-10%	63%	-10%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Compariso
N/A	2023 - Spring	56%	62%	-6%	63%	-7%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

SY23 School Grade Accountability Data:
•ELA Achievement: Grade 9=30%; Grade 10=35%; Overall=~32%
•Math Achievement: Algebra 1=21%; Geometry=38%; Overall= ~29%
•Biology Achievement: 53%
•US History Achievement: 56%
•Graduation Rate: 85.9%
•Accelerated: 76%

SY23 BEST Algebra 1 EOC Level 3+ Data:
•21% Level 3+
•7% decrease from SY22 (28%) to SY23 (21%)
•7% SWDs Level 3+ (88% Level1s)
•11% ELLs Level 3+ (87% Level1s)
•11% Black Level 3 (89% Level1s)
•Underperformed State (54%) by 33%

•Underperformed District (50%) by 29%
•Outperformed 2 Central Region High Schools by as much as 11%

SY23 BEST Geometry EOC Level 3+ Data:
•38% Level 3+
•6% increase from SY22 (32%) to SY23 (38%)
•14% SWDs Level 3+ (86% Level1s)
•16% ELLs Level 3+ (84% Level1s)
•19% Black Level 3+ (81% Level1s)
•Underperformed State (49%) by 11%
•Underperformed District (51%) by 13%
•Outperformed 3 Central Region High Schools by as much as 17%

SY23 Overall Math Achievement Data:
•29% Level 3+
•2% decrease from SY22 (31%) to SY23 (29%)

FHHS scored lowest in math achievement with ~29% of students scoring Level 3+ on Algebra and Geometry EOC
21% of students passed the Algebra 1 EOC and 38% passed the Geometry EOC. Only 7% of our SWDs, 11% of
ELLs, and 11% of our Black students passed Algebra 1 EOC. 14% of our SWDs, 16% of our ELLs, and 19% of
Black students passed Geometry ECO. We unperformed both the District and State in math: Algebra: -33%-State
-29% District; Geometry: -11%-State, -13%-District).

Contributing factors included new math standards, curriculum, and adaptive EOCs with which students have had
exposure. Furthermore, our District's progress monitoring assessments in math are not adaptive in nature like the
new B.E.S.T. EOCs, thus presenting a potential assessment barrier. Students also showed significant gaps in
foundational math content knowledge and skills in both Algebra and Geometry. Furthermore, there was a need fo
Algebra 1 and Geometry teachers to engage in regular, sustained common planning/PLCs separated respective
Algebra 1 & Geometry and refocused around collaboratively analyzing student performance data and work samp
monitoring student progress, and collaboratively planning standards-aligned, data-driven rigorous lessons. Finall
students' regular attendance at school along with their on-time arrival to classes, engagement in rigorous bell-to-
instruction, and a need for teachers to more effectively monitor for on-the-spot student engagement and
understanding are also contributing factors to our low math achievement scores.

Based on this data, we will focus on increasing math achievement in SY24 with specific attention on our SWDs. v
will continue receiving targeted support through schoolwide strategies (e.g., ESE, AVID, CLS) and various mode
instruction including technology, small group, tutorials, data chats, and student monitoring. We will also implemer
stronger coaching model and ensure that Algebra and Geometry teachers receive common planning. During PLC
we will also ensure that math teachers follow the District's benchmark-based instructional cycle to collaboratively
plan lessons and drill down to analyze student performance on specific standards using formative assessments.

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

Prior Year School Grade Comparisons:

SY23 SY22
ELA Achievement Overall 32% 42%
GR9 30% 39%
GR10 35% 40%

Math Achievement Overall 29% 31%
Algebra1 21% 28%

Geometry 38% 32%

Biology Achievement 53% 42%

US History Achievement 56% 61%

Graduation Rate 85.9% 95%

Accelerated: 76% 72%

SY23 FAST ELA Achievement (Level 3+) Comparisons:
•32% Level 3+
•-10% SY22 (42%) to SY23 (~32%)
•-9% GR9 SY22 (39%) to SY23 (30%)
•-5% GR10 SY22 (40%) to SY23 (35%)
•+5% GR9 PM1 (25%) to PM3 (30%)
•+7% GR10 PM 1 (28%) to PM3 (35%).
•8% SWDs Level 3+ (-8.5% from SY22)
•4% ELLs Level 3+ (-5% from SY22)
•20% Black Level 3+ (-8% from SY22)
•Underperformed State in GR9 (48%) by 18% and in GR10 (50%) by 15%
•Unperformed District in GR9 (48%) by 18% and in GR10 (50%) by 15%
•Outperformed 2 Central Region High Schools by as much as 12% GR9 and 13% Grade 10 in Level 3+

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greatest decline in achievement was a ~10% drop in Overall ELA Achievement from 42% (SY22) to ~32% (SY23).
The decline was more significant in GR9 which fell by 9% from SY22 (39%) to SY23 (30%) whereas GR10 fell by
from SY22 (40%) to SY23 (35%). Among our lowest performing ESSA subgroups, only 8% of SWDs, 4% of ELLs
and 20% of Black students passed passed ELA PM3. FHHS unperformed the District and Sate in both GR9 ELA
(-18%) and GR 10 ELA (-15%).

Contributing factors included new ELA standards, curriculum, and adaptive progress monitoring assessments with
which students have had little exposure. Furthermore, our District's progress monitoring assessments in ELA are
adaptive in nature like the new B.E.S.T. PMs, thus presenting a potential assessment barrier. Classroom
walkthroughs showed need for the use of more rigorous texts and best instructional practices in accelerated ELA
courses, targeted literacy support across content areas, and purposeful reading rotations in intensive reading
courses. Furthermore, there was a need for ELA/reading teachers to engage in regular, sustained common planni
PLCs and for those PLCs to be refocused around analyzing student performance data and work samples, monito
student progress, and collaboratively planning standards-aligned, data-driven rigorous lessons. Finally, students'
regular attendance at school along with their on-time arrival to classes, engagement in rigorous bell-to-bell
instruction, and a need for teachers to more effectively monitor for on-the-spot student engagement and
understanding are also contributing factors to our low math achievement scores.

Based on this data, we will focus on increasing ELA achievement in SY24 with specific attention on our SWDs. w
will continue receiving targeted support through schoolwide strategies (e.g., ESE, AVID, CLS) and various mode
instruction including technology, small group, tutorials, data chats, and student monitoring. We will also implemen
stronger coaching model and ensure that ELA teachers receive a common planning block. During PLCs/common
planning, we will also ensure that ELA teachers follow the District's benchmark-based instructional cycle to
collaboratively plan lessons and drill down to analyze student performance on specific standards using formative
assessments.

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

SY23 School to State Accountability Data Comparisons:
•Underperformed State in Algebra 1 (54%) by 33%
•Underperformed State in ELA GR9 (48%) by 18% and in GR10 (50%) by 15%
•Underperformed State in Geometry (49%) by 11%
•Underperformed State in Biology (63%) by 10%
•Underperformed State in US History (63%) by 7%

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Our greatest gap when compared to the state average was in percent Level 3+ for Algebra 1 EOC. We had 21%
exam takers pass in comparison to the State at 54% (-33% DIFF). Only 7% of our SWDs, 11% of our ELLs, and
of our Black students passed passed Algebra 1 EOC. Furthermore, percent of Level 1s in Algebra 1 was high am
ESSA subgroups with SWDs at 88%, ELLs at 87%, and Black students at 89%. GR9 ELA Achievement (30%) al
saw a significant 18% gap when compared to the State average of 48% with only 5% of SWDs, 1% of GR9 ELLs
and 12% of Black students achieving a passing ELA score on PM#3. Additionally, Level 1s for GR9 ELA was hig
among ESSA subgroups with SWDs at 72%, ELLs at 86%, and Black students at 88%.

Lower performance among our SWDs across math and ELA is a continued trend we have observed. In addition t
our SWDs, our ELLs and Black students also need continued support strategies across content areas but especi
in ELA and Math where the steepest gaps between school and state and school and district performance have b
noted in the data.

Contributing factors included reading teacher vacancies and inexperience among teachers with the rigor of the n
BEST standards and new curricula in math and ELA. Additionally, classroom walkthroughs revealed the need for
teachers to use best instructional practices with fidelity, manage instructional time to include all the components
the gradual release model of instruction, and implement effective strategies to check for student understanding.
Although learning growth and achievement of all students is a priority, a more deliberate focus must be placed or
ensuring our lower performing ESA subgroups - SWDs, ELLs, and Black students - are receiving evidence-based
instructional practices and strategies in ELA and math.

Based on this data, we will focus on closing gaps in math and ELA sooner in the school year. We will also place
greater emphasis on ensuring that teachers engage students in benchmark-aligned rigorous texts, tasks, and tall
conducting classroom walkthroughs with more fidelity earlier in the year. Our data reveals academic support is ke
therefore, math and ELA teachers will focus on remediation of standards, foundational skills, and scaffolding
instruction using evidenced-based strategies. Our data also shows that literacy must be supported across all con
areas; thus, teachers will receive targeted professional development for reading/writing activities and strategies to
help support increased literacy for all students. Likewise, we will be more deliberate in working with content area
special program District teams to ensure that we provide adequate classroom support and PD on ESOL and ESE
strategies.

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

FHHS SY23 Biology End of Course Exams:
-53% Level 3+ in BIOLOGY; +~11% from SY22 (42%)
-Outperformed 2 Central Region High Schools in BIO by as much as 17% in Level 3+

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Biology 1 achievement showed the most improvement (+~11%) from 42% in SY22 to 53% in SY23. Likewise, ou
accelerated performance is estimated to be approximately 4% higher in SY23 (76%) than in SY22 (72%).

SY23 intentional improvement actions included providing support for all students with a key focus placed on our
lower-performing subgroups (SWD, ELL, Black) by
•Placing Level 1 and 2 students in support facilitated core courses
•Placing more students in accelerated courses, especially in ELA
•Providing science and social studies teachers with support for embedding literacy in their instruction
•Providing schoolwide literacy opportunities and strategies for growth

•Participating in purposeful data-driven PLCs supported by school administration, academic coaches, SSCC, LTF etc.
•Offering in-school, afterschool, and Saturday workshops and tutorials to include the targeted subgroups

Last year in all subjects but Biology, teachers were meeting inconsistently before school for short durations of common planning. To continue to close gaps for all of our students, with special emphasis on our SWD, ELL, and Black students, our core content area teachers will be provided with sustained time in the masterboard to engage deliberate, sustained standards-aligned common planning together by subject area. Support facilitators will also continue to participate in PLCs. Furthermore, our Biology team was one of the only PLC teams to receive consist support with attendance from administrative team members. This year it is a goal of the administrative team to engage in PLCs more consistently with our teachers. Likewise, our Biology team collaboratively planned and implemented a variety of project-based learning activities and hosted several academic enrichment opportunities both during and outside of the school day that contributed to this increased achievement.

Based on review of the data, as part of the SY23 action plan, the SSCC and LTF will help to close achievement g by supporting instructional leaders with PLC facilitation, placing a more deliberate focus around progress monitor collecting, analyzing, and reviewing student data from Reading Plus, FSQs, USAs, PMs, etc.-and best practices planning standards-based lessons. Using the information gathered from these assessments, teachers will disaggregate student assessment data during PLCs/common planning to determine students' needs and formula specific data to drive small group instruction. Teachers will also use District-provided scopes and sequences whe planning for instruction. Furthermore, the SSCC and LTF will continue to coordinate and implement professional development opportunities in collaboration with the District's Teaching and Learning Division, Multicultural Department, and ESE Department. PD to decrease achievement gaps among all students will be implemented during PDDs and PLCs and will focus on understanding the standards; planning standards-aligned instruction an best practices, literacy across the curriculum; small group formation and implementation; student engagement ar organizational strategies; rigorous questioning; hands-on/project-based learning; and monitoring for student understanding.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Early Warning System Data:
#of Students Absent 10% of More Days: 701 Total
Count of Students with One or More Suspensions: 232 Total
Count of Students with a Failure in ELA (Quarters): 762 Total
Count of Students with a Failure in Math Alg 1 or Geo (Quarters): 805 Total
Level 1 on Statewide Assessment ELA: 663 Total
Level 1 on Statewide Assessment Math, Alg 1 or Geo: 620 Total

Our focus is to increase student achievement and ensure the success of all our students at FHHS. By addressing areas of concern below, we are helping to ensure that our students receive the support needed for growth and achievement. When looking at our Early Warning System indicators our two potential areas of concern are:
-Level 1s in State Assessments in ELA (663 Total) & Math (620 Total)
-Course Failures in ELA (762 Total) & Math (805 Total)

To address these areas of concern, we are ensuring that intensive reading teachers receive coaching and professional development on the BEST standards for foundational reading as well as the reading rotational mode instruction. School-based Teams will also continue to monitor closely the fidelity of implementation of tiered intervention supports in math and reading. Furthermore, the instructional leadership team will conduct classroom walkthroughs sooner in the school year and with more fidelity to ensure the appropriate implementation of tiered strategies and interventions across content areas and in reading classes. There will also be an expectation that literacy is supported across content areas through focused reading and writing activities and strategies that supp students' ELA achievement while improving their overall literacy skills needed for success in core academic conte courses. Our lowest performing subgroups will also continue to receive strategic, targeted support through

schoolwide support strategies (e.g., AVID, ESOL, ESE) and various modes of instruction including technology, s group, tutorials, data chats, and student monitoring. Finally, we will improve accountability talk with all students fr the beginning of the school year such that teachers, counselors, and administrators are meeting regularly with students for data chats that promote self progress monitoring and accountability, organizational strategies, incent for learning growth, as well as self-ownership of success.

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

•Increased achievement in ELA and Math, including our ESSA-identified SWD subgroup to remove the school fro ATS&I categorization. We will continue to provide our SWDs with targeted support resources (support facilitators adult and peer tutors, academic enrichment etc.) and specific schoolwide strategies (ESE, AVID, CLS) as well as evidence-based interventions (Universal Design for Learning, multiple means of representation, project-based learning, adaptive technologies, etc.) during push-in academic support as well as pull-out tutorial support service needed. All students who fall within our lowest performing ESSA subgroups will be monitored specifically for lear growth and will receive additional academic support via interventions, strategies, and best practices. Teachers w ensure that lessons are differentiated to meet these students' academic needs. Teachers and the instructional learning team will also review SWD data along with all other subgroups' data during PLCs/common planning to provide and adapt support in response to the data.

•Promote a positive, welcoming, and inclusive schoolwide culture that promotes collaborative learning and improvement. We will continue to engage all stakeholders in the continuous school improvement process with a focus on fostering a school community of trust, relationship building, integrity, communication, equity, and collaboration in decision-making and actions for learning and improvement.

•Increase student performance for meeting grade-level standards by at least 5% for each SY24 school grade accountability category. To help ensure an increase in academic achievement across content areas, implementir literacy across the curriculum is a priority to ensure that students receive multiple experiences to engage with rigorous, grade-level texts in all content area courses, engage in various tasks at differing levels that require read and writing about texts, and have many opportunities to talk about the texts they are reading across content area

•Provide equity and open access to accelerated courses with strategic supports for student success in the course (AVID, CLS, curriculum resources with built in supports, etc.). We will continue to build our masterboard with intentionality, monitoring the percentage of students placed into accelerated courses through data tracking and analysis as well as their performance in the courses. Furthermore, administrators and counselors will review schedules to ensure best possible course placement for each student. Likewise, teachers and students will be provided with support structures for success through purposeful classroom support and PLC/PD.

•Build uninterrupted common planning time into the masterboard for PLCs and ongoing professional developmen that is focused on planning, implementing, and assessing benchmark-aligned lessons/instruction, data-driven and rigorous instructional best practices and strategies (e.g., increased engagement, monitoring for understanding, literacy across curriculum) in ELA, Algebra 1, Geometry, Biology, and U.S. History to ensure achievement and learning growth for all students. Through PLCs and PD, we will continue to provide targeted coaching and professional development in literacy and math, data-driven best practices, AVID strategies, curriculum resources etc. The SSCC and LTF will specifically support instructional leaders with targeted professional development and coaching for effective PLCs and meaningful discussions centered around data review/analysis, instructional planning, and best practices to promote increased achievement and learning growth for all students.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In alignment with the district's strategic plan, we believe in fostering a student-focused culture by increasing student voice and choice in educational experiences. If we implement AVID's positive growth mindset strategies in WICOR (writing, inquiry, collaboration, organization, and reading) in alignment with benchmark-focused lessons that are differentiated to meet students' needs and address required instruction as well as implement with fidelity a Schoolwide Positive Behavior Interventions System (PBIS) and attendance policy, we will increase positive student engagement and thereby decrease the total number of students who are absent 10% or more days as well as the total count of students with a course failure in Math and ELA.

A review of the EWS data reveals a need to decrease course failures in Math and ELA as well as to decrease the total number of students who miss 10% or more of days in a school year. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning to establish a schoolwide growth mindset that all students can grow and succeed in their learning academically, socially, and emotionally. Additionally, we will ensure that faculty and staff receive professional development not only on student engagement strategies that increase student voice and choice in the curriculum but also training on how to establish effective healthy relationships with students through the role of teacher/coach/mentor to ensure that every student has access to a positive relationship with at least one adult. Furthermore, by establishing a positive culture and environment that prioritizes benchmark-aligned required instruction and positive student engagement, we also work to ensure college and career readiness for all of our students, including our ESSA-identified SWD subgroup.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student Outcomes:
•By February 2024, reduce by 1.5% the number of students who are absent for 10% or more days in SY24.
•By May 2024, reduce by 3% the number of students who are absent for 10% or more days in SY24.
•By February 2024, reduce by 2.5% the number of students with course failures in Math and ELA.
•By May 2024, reduce by 5% the number of students with course failures in Math and ELA.

Teacher Practice Outcome:
•By February 2024, 50% of our teachers will use active engagement and monitoring strategies that are benchmark aligned.
•By May 2024, 90% of our teachers will use active engagement and monitoring strategies that are benchmark aligned.

Coaching Outcomes:
•By February 2024, 50% of teachers will receive coaching/PD on relationship building and student engagement strategies.
•By May 2024, 90% of teachers will receive coaching/PD on relationship building and student engagement strategies.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

At FHHS, we strategically plan for a variety of monitoring practices that include the regular collection and evaluation of student and teacher data (both quantitative and qualitative) to drive problem-solving, action plans, and instructional decisions. This area of focus will be monitored for the desired outcome as follows:
•Review of lesson plans/common board configuration for standards/benchmark alignment and other essential components (e.g., student engagement strategies)
•Ongoing and regular data analysis (e.g., attendance, course failures, equity and access in masterboard)
•Teacher attendance and participation in common planning/Professional Learning Communities/PD sessions
•Classroom walkthroughs

•Informal and formal classroom observations
The monitoring will be supported by Assistant Principals, SSCC, LTF, Math and Reading Coaches, Program (ESE, ESOL, Accelerated) Coordinators, DILs, BHP Contact, SBT Coordinator, and School Counselors

Person responsible for monitoring outcome:

Michael Aronson (michael.aronson@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TS or CSI must include one or more evidence-based interventions.)

1. AVID strategies through IB unit plans are used to promote growth mindset, increase student engagement, and ensure college/career readiness as students learn about organization, study skills, communication, and self-advoca
2. Positive Behavior Interventions and Supports (PBIS) is a systems approach to preventing and responding to sch classroom discipline problems by teaching/promoting positive behavior in all students. Students are encouraged to on time to class and prepared to learn, follow directions, use electronic devices appropriately, and observe the dres code policy.
3. An attendance plan is used to outline expectations, ensuring stakeholders understand the expectations and collaborate to support all students with being in school on time and ready to learn.
4. Students are immersed in rigorous tasks addressing full intent of the Florida State Standards and content require by F.S.S.1003.42. We continue to develop a single school culture and appreciation of multicultural diversity in alignment to SB Policy 2.09.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. AVID: shown to promote a positive growth mindset and prepare students for post-secondary college and career success. Our students who use AVID WICOR strategies with fidelity have also been shown to have fewer course failures.
2. PBIS: supports decreased of levels of disruptiveness and rates of office referrals and suspensions. It is used to improve school climate, safety, and order as well as to increase instructional time.
3. Attendance Plan: The attendance rate is important because students are more likely to succeed in academics wh they attend school consistently.
4. Required Instruction (FSS1003.42 and SBPolicy 2.09): A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions meeting 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. Stakeholders play a key role in school performance and addressing equity.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. AVID - FHHS implements AVID WICOR strategies in IB unit plans across content areas and elective courses for schoolwide implementation.
A. AVID administrator and coordinator call for site team volunteers in August.
B. AVID administrator and coordinator establish AVID schoolwide goals/action plan for year and communicate to stakeholders outlining schoolwide AVID strategies for SY24.
C. AVID administrator, AVID coordinator, AVID site team, and schools' PD team, LTF, and SSCC provide teachers with targeted PD on schoolwide AVID WICOR strategies in alignment with benchmark-focused instruction and IB un

plans through PLCs/PDDs.

D. AVID administrator and coordinator will work with AVID District Specialist to secure targeted PD opportunities and resources so that more of our faculty and staff can be AVID trained.

E. AVID site team and instructional leadership team will monitor implementation of AVID WICOR strategies through classroom walkthroughs, lesson plans, and student work samples, making adjustments as needed.

Person Responsible: Cynthia Orocofsky (cynthia.orocofsky@palmbeachschools.org)

By When: AVID site team will be established within the first two weeks of SY24, continuing throughout SY24. Strategies will be implemented within the first month of SY24 and continue throughout SY24.

2. PBIS - FHHS has Schoolwide Positive Behavior Interventions and Support Team in place.

A. All stakeholders receive PD on the SOAR (Safety, Ownership, Attitude, Respect) behavior matrix and 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 PD and also used in after-school programs.

B. Teachers receive PD on fostering healthy effective relationships (mentorship) with students.

C. School Based Team (SBT) meet weekly to discuss students with academic, social, and/or behavioral concerns.

D. Other methods of social-emotional support is made available to students (Check-in/Check-out process) involving daily goal setting and feedback with one school counselors and/or deans.

E. Student mentoring programs are in place to provide pre-identified students with guidance and support.

F. Mental and/or Behavioral Health Professional staff members provide support with counseling services and addressing behavioral/mental health needs.

Person Responsible: Cynthia Orocofsky (cynthia.orocofsky@palmbeachschools.org)

By When: PBIS will begin within the first week of school, starting with expectations explained in first-week scripts, during orientations and grade-level assemblies. SBT meetings will occur weekly throughout SY24.

3. Attendance Plan - FHHS has a schoolwide attendance plan as part of Standard Operating Procedures (SOP) and communicates it to all stakeholders.

A. The administrative team works with our school counselors and deans to update and publish the SY24 schoolwide attendance plan, including tardy policies and procedures as part of our SOP document.

B. The attendance plan, which involves tardy policies/procedures and consequences, is communicated to stakeholders via grade-level assemblies, faculty meetings, etc. to ensure all stakeholders understand the expectations and can collaborate to support all students with being in school /class on time and ready to learn.

C. Attendance data will be monitored and evaluated regularly by the administrative team and deans throughout the year.

D. Students will be recommended for SBT for excessive absences.

E. Parental involvement for students with excessive absences will be secured by teachers and administrators.

Person Responsible: Camella Slydell (camella.slydell@palmbeachschools.org)

By When: Attendance plan will be shared as part of SOPs with all stakeholders during back-to-school week and into the first week of school. It will be referred to regularly throughout SY24.

4. Required Instruction - 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.

A. Teachers follow SDPBC scopes/ sequences, ensuring teachers have a concrete timeline as well as the resources to provide quality instruction on required instruction.

B. School monitors the student progress on continuous basis and updates action plans/steps during common planning meetings/PDs. Instill an appreciation for multicultural diversity through anti-bullying campaign, structured lessons, and PBIS.

C. Teachers learn and celebrate students' cultural backgrounds through classroom meetings, SBT, counseling program, and mentoring opportunities.

D. SLL is 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.
E. Promote positive growth mindset - Believe, Expect, Support, and Thrive.

Person Responsible: Michael Aronson (michael.aronson@palmbeachschools.org)

By When: Teachers will follow the District-provided scopes and sequences to provide required instruction in alignm
to FSS1003.42/SBPolicy 2.09. Teachers will cover the required instruction by end of SY24, following district timelin
guidelines.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Historical data shows that math achievement has consistently been the lowest (21%-SY21, 31%-SY22, 27%-SY23). From SY22 to SY23 Geometry did increase by 6% (32% to 38%); however, Algebra declined steeply by 7% (28% to 21%). The data further shows our greatest decline from SY22 was in overall ELA Achievement with a 10% drop from 42% to 32%. The decline was more significant in GR9 which dropped by 9% (39% to 30%) whereas GR10 dropped 5% (40% to 35%). A review of ESSA data shows that our SWDs (38%) do not meet the required federal threshold. SWDs have also consistently scored low in math (28%-SY19, 10%-SY21,10%-SY22) with only 7% of our SWDs passing SY23 Algebra 1 EOC and 14% passing SY23 Geometry EOC. Only 8% of SWDs passed SY23 ELA PM3 compared to 17% who passed ELA FSA in SY22 (-9%). Likewise we underperformed the District and State in all accountable areas with our most significant gap in Math Achievement.

In alignment with the district's strategic plan, we believe in ensuring academic excellence and growth for all students. Our goal is to provide targeted benchmark-aligned instruction and support for all students to increase achievement in Math, ELA, Biology, and US History. Our lowest performing ESSA-identified SWD subgroup remains a priority for ensuring that instructional practices and strategies are aligned to their learning needs. Our instructional priority is to deliver content, concepts, or skills that are aligned to the benchmark and intended learning.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student Learning Outcomes:
•By Feb/May 2024, we will increase student achievement in all school grade accountable areas by 5% minimum.
•By Feb/May of 2024, we will increase our ESSA -identified SWD subgroup's overall achievement by a minimum of 4%, moving SWDs performance above the federal index threshold (41%) to 42%.

Teacher Practice Outcomes:
•By Feb/May 2024, 50% (mid) and 100% (end) of our teachers will effectively use common board configuration to ensure students receive benchmark-focused lessons addressing specific lesson components.
•By Feb/May 2024, 50% (mid) and 90% (end) of our teachers will effectively use the Gradual Release Model of instruction to ensure students receive modeling, guided practice, and independent practice.

Coaching Outcomes:
•By Feb/May 2024, math and ELA instructional coaches will have provided tiered support to 50% (mid) and 90% (end) of their department teachers through one-to-one coaching, common planning/PLCs, and/or professional development opportunities as evidenced with coach logs.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

At FHHS, we strategically plan for a variety of monitoring practices that include the regular collection and evaluation of student and teacher data (both quantitative and qualitative) to drive problem-solving, action plans, and instructional decisions. This area of focus will be monitored for the desired outcome as follows:
•Review of lesson plans/common board configuration for standards alignment and essential components
•Ongoing and regular data analysis
•Attendance and participation in common planning/Professional Learning Communities
•Classroom walkthroughs
•Informal and formal classroom observations
•Review of student work samples, binders, portfolios
•Data chats with students
•Formative/summative assessments

•Technology program support

The monitoring will be supported by key members of the instructional leadership team: Assistant
Principals, SSCC, LTF, Math and Reading Coaches, Program (ESE, ESOL, Accelerated) Coordinators, DILs, Scho
Counselors

Person responsible for monitoring outcome:

Michael Aronson (michael.aronson@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TS
or CSI must include one or more evidence-based interventions.)

1. Small group differentiated instruction will be implemented in accountable courses to support students learning at
their ability with multiple means for representation in tasks, processes, and products.
2. In-school and afterschool tutoring/enrichment programs 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, NoRedInk, and Newsela will be used in E
courses to support/enhance reading and writing 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/professional development and coaching (as needed
collaboratively focus on best practices and methodologies and to support the focus of teacher deliberate practice ar
instructional strategies.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Incorporating small group differentiated instruction based on FSQ/USA/PM/PBPA data allows teachers to meet
students' needs for standards-based practice and to identify areas of weakness for targeted reteaching/remediation
All three assessments have proven successful in preparing our students for statewide assessments.
2. Students who participate in our ELA/EOC tutoring programs have demonstrated increased achievement based o
recent data from statewide assessments.
3. Instruction aided by technology-based programs such as Khan Academy, IXL, and Math Nation have shown to h
our students prepare successfully for statewide assessments when used with fidelity in the classroom. StudySync,
Reading Plus, and the incorporation of Content Literacy Strategies and AVID are also
effective for differentiating instruction to meet students' learning needs.
4. Common planning/PLCs, PD, and coaching allow teachers and leadership team members an opportunity to
collaboratively analyze data, hypothesize, problem solve, develop plans and make decisions to improve student
achievement and learning growth.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as
defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Incorporate small group differentiated instruction using common pacing, benchmark-aligned lessons, schoolwide
strategies (AVID & Literacy), and formative assessments.
A. Students will be formatively assessed using district-created FSQs, USAs, Midterm
B. During common planning, teachers will collaboratively analyze student data to determine strengths and

weaknesses in the benchmarks and will respond to data by planning for and adjusting instruction to include a variet
resources, materials, methods, and strategies, including small group differentiated instruction, to ensure all student
including SWDs, are supported.
C. Teachers will receive professional development and coaching opportunities around the benchmarks, deliberate
practice, instructional strategies, and using small group, differentiated instruction to address learners' unique needs
D. Teachers will utilize collaborative learning opportunities, AVID WICOR strategies, writing across the curriculum/
literacy strategies, small group differentiated instruction, and formative assessments to track student progress and
adjust instructional practices, ensuring all students, including SWDs, are adequately supported.

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

By When: Small group instruction will begin within three weeks of start of school and continue throughout SY24. Sr
groups will be adjusted continuously from SY24 data analysis during common planning/PLCs.

2. Provide supplemental academic/tutorial support programs in accountable subject areas and with a focus on our
SWD students.
A. Analyze student data to determine students for tutorial groups and supports that are 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, bootcamps, workshops, and afterschool and Saturday Success
Academies based on the results from SY23 FAST/EOCs, SY24 FSQs/USAs/PBPAs, SY24 PMs, and our lower
performing ESSA identified subgroups-SWD/ELLs.

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

By When: Tutorials will begin no later than January 2024 (Semester 2) and continue through May of 2024. Student
participants will be chosen based on data and grouped based on need.

3. Utilize 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 district-provided and/or school-based professional development to ensure
appropriate use of adaptive technology.
B. Teachers of accountable Math and ELA courses as well as Intensive Reading courses will develop small group
rotational schedules to ensure all students have access to technology during the instructional block.
C. Teachers will engage students in small group differentiated instruction based on results of adaptive technology.
D. LTF will support teachers with implementation of technology-based programs through lesson inclusion and data
analysis.

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

By When: Technology will begin within the first month of school in Math and ELA/Reading and continue throughout
SY24.

4. Implement regular, sustained common planning/PLCs, purposeful PD, and coaching cycle.
A. Common planning/PLC & PD schedules will be developed to include all content area teachers, DILs, instructiona
coaches, and elective teachers.
B. Common planning/PLC & PD 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, CLS, DI, engagement, monitoring) and identified needs.
D. Teachers will engage in benchmark-aligned planning to build teachers capacity with Florida's standards during
common planning. Teachers will work collaboratively to plan benchmark-aligned lessons with strategies for
implementing standards.
E. Teachers will receive multiple professional learning opportunities to practice and utilize research-based strategie
F. Instructional Coaches, LTF, and SSCC will implement the coaching cycle to build teachers' capacity with the
gradual release model as well as small group, differentiated instruction.

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

By When: PLCs/PD will begin within the first month of school and continue throughout the year.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP. (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school, regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. As an Additional Targeted Support & Improvement (ATSI), we are provided required training and support in developing comprehensive actions steps in the SIP for improving student achievement. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the SAC, Regional Office, and the Office of School Improvement.

Our ESSA-identified SWD subgroup (38%) has fallen short of the federal index (<41%) for three consecutive years; therefore, SY4 resources and allocations are focused on increasing their performance to at least 42% and are provided with intentionality and focused on building teacher capacity through instructional support, common planning, tiered coaching, and professional development as well as increasing student achievement in the following ways:

1. Support facilitators (ESE), instructional coaches (math and literacy), and our LTF/SSCC support classroom instruction with specific strategies and best practices to improve students' learning and ensure teacher development and growth.

2. Teachers and support staff participate in ongoing professional development and Professional Learning Communities to engage in deep, focused, collaborative planning to support and strengthen benchmark-aligned instruction, reading and writing across the curriculum, data analysis, student engagement strategies, monitoring understanding, small group instruction, and relational strategies.

3. The Multi-Tiered System of Supports (MTSS) framework is used to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.

4. The schools' Leadership Team along with the Regional Team monitor the implementation of strategies within the SIP and the school's PD Team with the District's special support teams (ELA, Reading, Math, Biology, Social Studies, Multicultural, ESE, Equity, etc.) provide professional development through PLCs, PDDs, classroom support based on ongoing assessments throughout the school year.

5. Regular weekly data analysis meetings are scheduled between administration and the instructional leadership team to determine individual school needs and action steps. Members of District and Regional support teams are included to determine additional training, support needs, and implementation.

6. Curriculum resources are used to enhance core content areas and support student mastery of the Florida BEST standards, literacy across curriculum; and social emotional growth through the resources found in the Skills for Learning Life (SLL) Resource Center to promote character education.

7. Our partnerships with multiple community and business partners (e.g., Girls & Boys Club - Great Futures; Youth Empowered to Prosper, Community Partners of South Florida, Johnson Scholars, The Park West Palm Beach, etc.) enable us to provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness as well as academic achievement.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(g))

NA

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

NA

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA