

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: NATHAN B. FORREST HIGH SCHOOL

District Name: Duval

Principal: David Gilmore

SAC Chair: James Colwell

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10-01-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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VISION and MISSION STATEMENTS

N.B. Forrest's vision is to empower our diverse student population, as they become lifelong learners and responsible citizens, so that every student will be ready for post-secondary/ higher education and/or the workplace.

N.B. Forrest's mission is to provide learning opportunities to meet students where they are and move them to the high expectations of our school, Duval County and the state of Florida. Using small learning communities to develop positive relationships, we will provide support and scaffolding to help students meet these expectations.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

As a longstanding tradition since 1965, N.B. Forrest High School is an integral part of the Westside community. As the community has changed over the years, so has the demographics of our school. Approximately 1600 students from the community choose to attend other Duval County schools. We are working hard to meet the needs of our students while also reaching out to the community to encourage those not attending Forrest to return to our school.

Forrest is made up of four houses, Kappa, Omega, Theta & Epsilon. Epsilon is the senior house, made up of 8 teachers, serving as one team. Other houses are made up of a 9th, 10th, and 11th grade team. Theta house serves students in the AFJROTC program. Forrest has one of the largest AFJROTC programs in the country. Omega house serves students in the AVID program. Kappa house serves students in the career academy. A Communications & Social Skills Community at Forrest, made up of 5 teachers focuses on academics, vocational and community-based instruction. Forrest offers traditional tracks for college bound students, Honors and AP courses. Several choices are offered for the non-traditional student through the Accelerated Learning Community.

Forrest High School is facing infrastructure challenges because of the age of the facility. Our auditorium recently had a million dollar renovation to upgrade it to meet district standards. A new sprinkler system was installed to meet fire regulation codes. Additionally, we are seeking assistance from the district to solve drainage problems, heating/ air conditioning issues, and network access in various areas of the building.

Unique School Strengths for Next Year

Forrest has the following strengths for the 2009-2010 school year:

- 288 students enrolled in ROTC.
- 90 student enrolled in rigorous AVID program.
- 45 students in Teacher Career Academy.
- AICE Program to recruit students back to Forrest and increase academic rigor.
- RtI Program Facilitator focusing on students who are not being successful and developing interventions.
- Title 1 Program providing resources to improve student achievement. We will improve our parent participation through the implementation of this program.
- Small Learning Communities are used to know students on a personal level and build ongoing communication between core subjects.
- Professional Learning Communities build vertical alignment of curriculum.
- FCAT grade went from "F" to "D" in 2009.
- 10 students in Work Release Program (DCT).

- Increased AP enrollment and continuing to build a complete AP schedule: 2008/09 508 students, 2090/10 669 students.
- Full Service School.
- Tracking 60 students for Learning to Finish who meet the following criteria: Level 1 Reading, Level 1 Math, & and did not pass Language Arts in middle school.

Unique School Weaknesses for Next Year

Forrest has the following weaknesses:

- New FCAT grading requirements
- Low graduation rate over the past several years
- Students entering have a range of challenges that they face both academically and personally.
- Not meeting district or state requirements in any area for FCAT.
- Only meeting AYP for white students in Math.
- Absences and skipping class.
- Number of referrals
- Number of students scoring Level 1 on FCAT

Student Demographics

Total 1593
 White 458
 Black 866
 Hispanic 134
 Asian 74
 Am. Ind. 4
 Multi-racial 57
 Disabled 277
 Economically disadvantaged 736
 ELL 67
 Female 765
 Male 828

Student Attendance Rates

According to the 2007-2008 Florida Indicator Report, Forrest had 2220 absences with 340 students over 21+ days. This equals 15.3 % of our population. In the 2008-2009 school year, Forrest had 279 students with 20+ days absent.

Student Mobility

Forrest has a 90.6% stability rate.

Student Suspension Rates

During the 2008-2009 school year, our school administrators processed 9825 referrals.
 In-School Suspension: 1950 Out-of-School Suspension: 1700
 During the 2007-2008 school year our school administrators processed 8724 referrals.
 In-School Suspension: 1171 Out-of-School Suspension: 2022
 Our out of school suspensions have decreased.

Student Retention Rates

Over the past several years, Forrest has had a high retention rate, ultimately having a negative effect on our graduation rate. For the 2008-2009 school year, there were 262 students retained equaling 17%.

Class Size

Our average class size is 24.93 students.

Academic Performance of Feeder Pattern

JEB Stuart MS: 2006/2007 School Grade C
 2007/2008 School Grade C
 2008/2009 School Grade C

 Jeff Davis 2006/2007 School Grade C
 2007/2008 School Grade B
 2008/2009 School Grade B

Partnerships and Grants

This is Forrest's first year being a Title 1 school. The funds will be used to increase parent involvement and host school events for students and parents.
 Learn to Finish will be used as a collaboration with the Community Foundation. We are working with the foundation to manicure the school grounds.
 SLC (Small Learning Communities) will be used for teacher training, student tutoring, & supplies. Weekly SLC meetings will be used to look at individual students, curriculum and instruction.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	David Gilmore	BS in Chemistry, Biology, Gen. Science Masters in Art of Teaching-Educational Leadership Professional Certificate in Educational Leadership and School Principal at all levels	1	17	David Gilmore has been in education for 28 years, 10 as a teacher, 9 as an assistant principal / vice principal, 1 year working with NCEE and 8 years as a Principal. Mr. Gilmore taught Chemistry, Biology and General Science in High School and Middle School. His Assistant Principal experience was at James Weldon Johnson a magnet school for Gifted and Academically Talented students. He served as Vice Principal at J.E.B. Stuart Middle School which is a feeder school of N.B. Forrest High School. While at Stuart he was involved in the implementation of America's Choice School Design and worked for one year with the District and NCEE on the implementation of this school reform model with nine other middle schools, most of which were challenged schools. He was appointed Principal of J.E.B. Stuart Middle School. During the year at Stuart the school earned a grade of C. Mr. Gilmore left Stuart after being appointed to open a new school, Kernan Middle School. He has spent the last 7 years at Kernan. While at Kernan he was able to work with the faculty through a continuous improvement model that focused on addressing the needs of students. Kernan was an A school for the past 5 years and showed continued growth and improvement.
Assis Principal	Kimberly Fileger	Masters in Education, Administration and Supervision BA in Biological and Physical Sciences Certification: Middle Grades Integrated Curriculum	1	1.5	Kimberly Fileger, the Assistant Principal of Curriculum and the 12th grade House Administrator, holds a. and was an instructional staff member at Jefferson Davis Middle School for three years. She taught 7th grade math and 6th grade science before working in the curriculum office as a resource teacher for a year. She then became the Assistant Principal of Curriculum at Jefferson Davis, where she assisted JDMS in moving from a "C" school to a "B" school as outlined by the state of Florida.
Assis Principal	Earnest Griffin	Masters in Math Education Certification : Ed Leadership Mathematics 6-12	11	5	He has 18 years in Education. Mr. Griffin's duties include security coordination, discipline, FEFP Surveys, teacher observation, Title IX Coordinator, graduation, School Climate Surveys, and facilities. He was Assistant Principal at Forrest when it made its C. This current school year, Mr. Griffin will serve as a community Leader for 1 Smaller Learning Community. Mr. Griffin was AP when Forrest raised its grade from a D to a C in 2005.
Assis Principal	Shelly Luter	Bachelor's in Science Master's in Mentally Handicap Certification: Endorsement in Ed Leadership	3	7	Assistant Principal, Shelley Luter has been employed by the district for 13 years in a range of positions from self-contained ESE Teacher to District SLD Specialist. She was an ESE teacher at Twin Lakes Middle when the school rose from a C to an A. Ms. Luter served as Teacher Instructional Support (AP) at Merrill Road where the school maintained its A Grade in 2004 and 2005. She has been an Assistant Principal at Forrest for 3 years. Her duties include: discipline, AP for ESE services, FEFP surveys, supervision of lunch periods, teacher observations, evening activities, School Governance Team, bus supervision, graduation, liaison for ESOL, school climate surveys, student handbook. For the 2009-10 school year she will serve as the Community Leader for the Kappa House.
					Mr. Bowers enlisted in the army for

Assis Principal	Carlos Bowers	BA in Sociology & Psychology Master's in Ed Leadership Certification: Social Science 6-12 Educational Leadership	1	2	Airborne Combat Field Artillery. He served most of his 22 years in Fort Bragg, North Carolina, home of the 82d Airborne Division. During his military career he went to various leadership academies from small group leader to unit leadership, and performed duties from small group leader to unit First Sergeant. Mr. Bowers has worked at Matthew Gilbert Middle School as a substitute Algebra teacher and Mandarin High School teaching Social Science for 5 years. He then decided to attend Nova Southeastern University in the fall of 2006 in the Education Leadership program. He worked in Ohio an Assistant Principal for Malabar Middle School in 2007-2008. Returned to Florida and taught World Geography at Jefferson Davis Middle for the 2008-2009 school year. Mr. Bowers is the AP for Omega House.
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* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Instructional	Melanie Pittman	M.A. Webster University - Human Resources Management B.A. Clark Atlanta University – Communications Certification: Language Arts 6-12 Educational Leadership	11	8	Ms. Pittman has worked as a coach in challenged schools for the past 8 years. She works with teachers on using assessment data to improve classroom instruction as differentiating instruction to meet students' needs. Her first 2 years were at A. Philip Randolph Academies of Technology, where she was involved in the implementation of NCEE America's Choice High School Design. During that time Randolph earned a school grade of D for the 2002-2003 and 2003-2004 school years. She transferred to Forrest High School in 2004. The school received a C in 2005, a D in 2006, an F in 2007 and 2008, and a D in 2009.
Reading	Tyrona Clark-Murray	Bachelor's in English Literature Master's in Educational Leadership Certification: English 5-9 English 6-12 ESOL	6	2	During the 2002- 2003 school year, Ms. Clark-Murray was one of two language arts teachers who earned the school a 93% High Achieving rating on the Florida Writes. More recently, she served as an English and intensive reading teacher at Nathan B. Forrest High School. During the 2004-2005 school year, she helped propel the school to a grade of C. She was the initial Fast ForWord Lab teacher at Forrest. That same year, she served as Lead Teacher for the Reading Professional Learning Community. Under her leadership, the reading teachers implemented the Read 180 program. As a result, Forrest's FCAT reading gains for the lowest performing readers improved. She developed a writing program that improved Forrest's Florida Writes 2008-2009 scores. This improvement helped move the school from a grade of F to D.
Math	Keith Morris	Bachelor's in Mathematics Certification: Mathematics 6-12 NBCT- AYA Mathematics	3	3	Keith Morris has worked as a Mathematics teacher and coach in Duval County for 6 years. He began his career as a Mathematics teacher at Sandalwood High School in 2003. Sandalwood recieved a 3 C's and a D in the 4 years he spent at the school. During this time he became a NPCT in AYA Mathematics. In 2007 he transferred to Nathan B. Forrest High School and was quickly appointed to the Mathematics coach position. Nathan B. Forrest's school grade increased from an F to a D in the two years he has worked at the school.

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Assign a mentor teacher to all new teachers.	Principal	On-going	
Regular meetings of new teachers with instructional coaches	Instructional Coaches	On-going	
Regular meetings of new teachers with assigned administrator	Assistant Principals	On-going	

Professional Development	Instructional Coaches/Principal	On-going	
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Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
84	13.11	31.15	31.15	24.59	27.05	53.28	3.28	1.64	6.56

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
No data submitted			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school, Saturday School, and tutoring. Funds were used to hire personnel.

Title I, Part C- Migrant

Title I, Part D

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students. Funds are used for Accelerated Learning Community.

Violence Prevention Programs

The school offers a non-violence and anti-drug program for students that incorporates field trips, community service, drug tests, and counseling.

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

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

Job Training

A partnership with the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

Other

Title 1: Parent Involvement Resource Center
 Our Vision is increase parent(s) involvement at Forrest High School by 70% targeting at risk low socioeconomic students during the 2009-2010 school year.
 Our Mission is to support the goal of the district to insure that "all students are held to the same high standards and are provided with the opportunities to reach their full potential."The school will provide an atmosphere that promotes cooperation between educators and parent(s) to improve student learning, facilitate mutual aid, and enhance the relationship and culture between the school and the community. Develop and make operation a Parent counseling and Resource Center that provide parent educational workshops in the Parent Center and School site.
 The program will operate according to Title I, Part A; this program emphasize Title I school improvement
 The Goal of the school district and schools, in collaboration with parent(s), shall establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.
 Forrest High School will hold scheduled parent nights to educate and inform parents of the programs and personnel that educate their children.
 Scheduled Events (each event will be scheduled for 1 hour with catered food provided)
 September: Introduction to The Reading Program- Reading teachers introduce the Read 180 program and demonstrate the capability of the technology and its results on students achievement. Parent(s) will have the opportunity to experience hands-on drill and practice. During the teacher introduction part parents will enjoy food from one a local restaurant.
 • After the September parent night demonstration, Parent Counseling and Resource Center will be established to provide learning , reading and writing training for parents. The computer lab will be available to help involve and improve community involvement.
 October: Theta's parent open house night. ROTC demonstrates various military drills, exposes parents to the curriculum and the benefits. Parents are given a tour of the awards and accolades of Forrest ROTC unit, the STEM program and other programs from the Theta team.
 November: Kappa House, parent open night celebration.
 December: Parents are invited to several holiday programs. To ensure maximum participation, the Parent Counseling and Resource Center will provide an appreciation dinner for parents before the event.
 January: Omega house open night. Parents arrive at the school to the hospitality of Avid students. They are given an overview of various programs and their student's accomplishments. Parents will rotate every 15 minutes, and at the end of the presentation they are escorted to the cafeteria for refreshments. There is a final presentation during refreshments and parents are given the opportunity to ask questions and meet with various team members.
 February: Epsilon house open night out.
 March: FCAT parent Ramp up night out- Parents are exposed to material and the level of rigor their student must master. Parents are provided with techniques and tools to assist their child in preparation for FCAT success.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Oversight of the academic and behavioral work of the school is the responsibility of the school's leadership. Operating structures currently within the school can be used to provide leadership to the RtI process. These operating structures may include current building leadership teams, professional learning communities, small learning communities, grade level teams, and/or content area teams. For the most intensive interventions in the 2009-10 school year, the current TARGETeam structure will be used in conjunction with the RtI leadership team to closely monitor the progress of students receiving Tier 3 interventions.

The Building Leadership Team should include these key positions:

- Principal/Assistant Principal(s)
- Academic Coach(es)
- RtI Facilitator
- Additional positions will be determined by the school as supportive to RtI implementation. Recommendations include the following:
 - o School Counselor
 - o Select General Education Teachers
 - o Select Special Education Teachers
 - o Foundations Team Chair
 - o Select ESOL Teachers
 - o Select personnel with technical expertise

Explanation of why positions have been included are as follows:

- Principal/Assistant Principal(s): Provides a common vision for the use of 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 requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities.
- Academic Coach (es): Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.
- RtI Facilitator: Participates on Building Leadership Team; acts as liaison for implementation of RtI at the school level; receives ongoing RtI training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support RtI.
- School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.
- Select General Education Teachers: Provides information about core instruction; participates in student data collection; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.
- Select Special Education Teachers: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.
- Foundations Team Chair: Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.
- Select ESOL Teachers: Educates the team in the role that second language acquisition plays in the learning process and collaborates with general education teachers.
- Select personnel with technical expertise: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The Building Leadership Team should focus meetings around the following academic and behavioral questions:

1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or don't learn?
4. What evidence do we have to support our responses to these questions?

The team will meet weekly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

In addition to the oversight work of the Leadership Team, other building instructional teams (professional learning communities, small learning communities, grade level teams, and/or content area teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

- Identifying and analyzing systematic patterns of student need
- Identifying appropriate evidence-based differentiation and intervention strategies
- Implementing and overseeing progress monitoring
- Analyzing progress monitoring data and determining next steps

For those students who need Tier 3 interventions, in the 2009-10 school year, the current TARGETeam structure will be used collaboratively with the building instructional teams (PLC, grade level teams, and/or content area teams) to provide

classroom support for students.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The Building Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Building Leadership Team finalizes the plan.

The School Improvement Plan becomes the guiding document for the work of the school. The Building Leadership Team should regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used RtI to inform instruction and made mid-course adjustments as data are analyzed.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: AIDE, Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment-2 (DRA-2), District Benchmark Assessments as appropriate, Florida Comprehensive Assessment Test (FCAT)

Midyear: FAIR, DRA-2, District Benchmark Assessments as appropriate

End of year: FAIR, FCAT

Ongoing Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FAIR (ongoing formative assessments), MyTest
Frequency of data review: Data will be review at least twice per month through RtI Leadership meetings.

Describe the plan to train staff on RtI.

The school's Professional Development Plan must support continuous learning for all educators that results in increased student achievement and includes evidence of scaffolded RtI professional learning that is results-driven, standards-based, school-centered, and sustained over time. School Instructional Leadership Teams must establish protocols for on-going assessment and adjusting of the plan to meet school needs.

RtI Professional Development should include more than scheduled workshops. In addition to traditional RtI training during the summer, pre-planning, early dismissal, and faculty meetings, RtI learning should be job-embedded and occur during the following:

- Professional learning communities
- Classroom observations
- Collaborative planning
- Analysis of student work
- Book study
- Lesson study
- Action research

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Across all grade levels, students are not performing at state or district averages in Math, Reading, Science, or Writing. Science scores in the area of Scientific Thinking met district & state goals.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The IFC's are being created now. The 2009 FCAT data was used to develop initial IFC's. They will be updated as more data becomes available through the administration of Benchmark Assessments, Fair Assessments and Formative Assessments. Through PLC meetings, teachers are working closely with their instructional coaches to develop IFCs. Teachers will be responsible for determining the instructional focus of whole group lessons, and small group lessons while implementing the focus lessons into classrooms.

Benchmarks were selected by analyzing students' strengths and weaknesses according to FCAT results, assessments & classwork. The duration of instruction for each Benchmark will be determined based on student's exposure to all Benchmarks prior to FCAT testing. Teachers will provide instruction, allow time the students an opportunity to practice, assess students' knowledge, and reteach as deemed necessary.

All administrators will be in their assigned classrooms at least once per day. They will also evaluate lesson plans regularly and monitoring teacher data. Instructional coaches will be working closely with teachers to ensure their comfort level with implementation of the IFC's through PLC meetings and classroom observations. Instructional coaches will be assigned to help teachers who are struggling with implementation of IFC's. Teachers will be provided additional opportunities to attend professional development sessions. They will work closely with the support staff at the school. They will be given opportunities to observe other teachers and have a lesson modeled for them by the instructional coaches. The teacher will participate in Professional Learning Communities, utilizing the support of their colleagues.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Teachers and instructional coaches analyzed the school data and based on the student needs, identified the following instructional benchmarks as needing priority focus:

Reading: Words and Phrases in Context

Analyze Words/text

Conclusions/inferences

Details/facts

Author's Purpose Descriptive Language

Figurative Language

Cause/effect

Validity/reliability of information

Analyze/evaluate information (includes Performance Task Item)

Math: Equivalent forms of numbers

Solving real world problems involving fractions, decimals, and percents

Angle relationships in geometric figures and properties of geometric figures

Midpoint

Functions, graphic patterns and numerical patters

Changing cost parameters

Functions, graphing equations/ inequalities, system of equations

Writing: The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;

Organization:

Transitional Device

The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;

Conventions: Spelling

The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (laissez faire, croissant);

Conventions: Usage

The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement;

Support: Development

The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation

Science:

Physical and Chemical Sciences

Forms of Energy (as related to Earth Space, Biology, Chemistry, Physics)

Earth and Space Sciences

Seasons

Astronomical Distance

Life and Environmental Sciences

Natural Selection

Scientific Thinking

Data Analysis

Physical and Chemical Sciences

Forms of Energy (as related to Earth Space, Biology, Chemistry, Physics)

Earth and Space Sciences

Seasons

Astronomical Distance

Life and Environmental Sciences

Natural Selection

Scientific Thinking

Data Analysis

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Forrest uses student data to determine what the needs of students are, which then determines the courses for the master schedule. Students are hand scheduled rather than batch scheduled.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Our school offers a variety of elective courses for our diverse student population. We have art, painting, drama, business courses, technology, a teaching career academy, DCT and AFJROTC. Many of these courses focus on job skills.

The smaller learning communities at Forrest High incorporates applied and integrated courses to assist students' in understanding the relationship between coursework and the relevance to each student's future. Smaller learning communities provide an environment which fosters stronger relationships between the students, teachers, administration, parents, and community members. Teachers work together to provide cross curricular lessons that promote applicable life lessons.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Forrest High School incorporates students' academic and career planning, as well as promotes course selections that are personally meaningful to each student by providing a variety of opportunities through individual counseling, classroom presentations, small and large group counseling sessions, and parent information nights. School counselors meet individually with students to review graduation requirements and to help each student select appropriate courses for the upcoming year which includes academic preparation for post secondary options. Other critical opportunities for academic support are available to each student through individual teacher assistance, peer tutoring, Accelerated Learning Lab, grade remediation, and course recovery. Exploration of secondary options is crucial to the success of our students and is provided through individual counseling, college and community speakers, college fair opportunities, school-wide college informational days, and internet websites. Community members and parent groups provide motivation and support by offering incentives for students who show academic success and/or improvement. Career planning is promoted through various activities such as: completing annual Epeps (career plans), career inventories, field trips, speakers, career fairs, and cross-curricular lessons.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

PLCs and SLCs will meet weekly to discuss students' strengths and weaknesses as determined by assessment results. This will enable teachers to collaborate on IFCs as well as work on alignment of curriculum across grade levels. Teachers will also share best practices and resources. Lesson plans will be monitored for required components as mandated by the state of Florida. Lesson plans will be developed using differentiated instruction in order to meet the varying needs of our students.

How are instructional focus lessons developed and delivered?

Instructional focus lessons are developed by the PLC's and instructional coaches, who meet on a weekly basis as well as every other Wednesday for Early Release. Building continuity across the content areas and grade levels is of high importance this school year. Focus lessons will be delivered daily in all classes. Focus lessons are aligned with Benchmarks and standards for each subject area. Focus lessons will be taught at the beginning of each period for 10-15 minutes.

How will instructional focus lessons be revised and monitored?

Instructional focus lessons will be monitored by formative assessment data. As students demonstrate mastery of a specific standard, the lessons will be revised to meet the needs of the students, ensuring all areas of weaknesses are covered throughout the school year.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Our ongoing formative assessments include Benchmark testing 3 times per year, mini-assessments every 2 weeks, FAIR assessment for Level 1,2,3 on FCAT Reading, & SRI in the Read 180 classes.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Data will be continuously analyzed by both PLC's and SLC's to determine if mastery is being reached. Mastery will be set at 75%. Through ongoing data analysis, teachers & instructional coaches will assess the level of mastery of students. The assessment results will be used to determine the instructional focus for whole group lessons. An item- analysis of the assessment will be utilized to re-teach the questions that were missed most frequently. Students learning less than 50% will be given intensive instruction. Students learning between 50-75% will be given additional instruction and practice opportunities. Enrichment instructional opportunities will be given to students learning 75%-100%.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Teachers will teach to the students' needs and mastery level by providing varied opportunities for students to enhance, reinforce, or maintain their skills levels. Students at or above mastery level will receive opportunities for enrichment activities by participating in hands-on activities, projects, and other supplemental lessons.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet at least weekly with their SLC and PLC groups. This rotation will continue throughout the school year. The SLC meetings will be facilitated by the team leader and administrator. The PLC meetings will be facilitated by the department chair and instructional coaches. Teacher will be designated to record notes and notes will be submitted with the meeting agenda to the administrative staff.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and/or Leadership Team will meet with teachers either during weekly meetings to discuss assessment results and student progress. Data binders, lesson plans, and student portfolios, will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Instructional coaches will assist teachers with providing instruction on focus lessons by modeling or assisting with whole or small group instruction. Instructional coaches will assist in the process of analyzing data.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Students who scored Level 1 or disfluent Level 2's on Reading FCAT, are receiving Read 180 intensive instruction for 90 minutes daily. Ninth grade, Level 2 fluent readers are receiving FastForWord (Level 3-5) and are double-blocked with Social Studies for supplemental instruction (RICA). Students scoring Level 1 or Level 2 on Math FCAT are double blocked with Intensive Math and Algebra/Geometry. DeSensi strategies will be used school-wide to monitor instruction and intervention.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Not only will our students who scored a Level 1 or 2 on FCAT be receiving Intensive Math and/or Reading, we will also use the state adopted textbooks, Compass Odyssey and FCAT Explorer to help our students learn and or recoup their skills. We will use best practices and strategies as discussed with colleagues through our PLC and SLC meetings each week. We will also incorporate resources and strategies from ongoing Professional Development. Forrest will also offer after school tutoring and Saturday School to students.

How does the school identify staff's professional development needs to improve their instructional strategies?

Staff's professional development needs will be determined by administrative daily classroom visits, ongoing data analysis and teacher requests. Requests will be evaluated by administration to determine the impact the professional development will have on the schools overall mission and vision.

Which students will be targeted for supplemental and intensive instruction/interventions?

Levels 3-5 will receive enrichment activities to support and maintain all performance levels. Levels 1 & 2 will receive intensive instruction in Reading and Math as mandated by the state of Florida. Ongoing monitoring of student performance will be used to identify additional areas of concern. Through SLC's students will be given the opportunity to receive after school tutoring.

How will the effectiveness of the interventions be measured throughout the year?

The effectiveness of the interventions will be measured by continuously collecting data, analyzing the data, and revising our instruction. Teachers will meet regularly to discuss evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy will be addressed, such as behavior or attendance issues. Strategies found to be unsuccessful will no longer be implemented and will be replaced with alternative interventions.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Forrest offers a variety of opportunities for students. We have Honors and AP courses. We also are building an AICE program this year to begin implementation for the 2010-2011 school year. We currently have a rigorous AVID program in place.

Describe how students are identified for enrichment strategies.

Students will be identified for enrichment activities through teacher recommendation, SLC team recommendations, student/guidance conferences, & parent conferences.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Language Arts	Barbara Wade	Weekly	Wednesday	Lesson Study/Data Analysis
Math-Lower Division	Akeemi Gordon	Weekly	Wednesday	Lesson Study/Data Analysis
Math-Upper Division	Sherman Reed	Weekly	Wednesday	Lesson Study/Data Analysis
Science-Biology	Mindy Jones	Weekly	Wednesday	Lesson Study/Data Analysis
Science-Earth Space	LaTricia Ford-Baker	Weekly	Wednesday	Lesson Study/Data Analysis
Science-Chemistry	Jan Turecky	Weekly	Wednesday	Lesson Study/Data Analysis
Social Studies	Shirley Willis	Weekly	Wednesday	Lesson Study/Data Analysis
Reading-Lower Division	Mensani Kohn	Weekly	Wednesday	Lesson Study/Data Analysis
Reading - Upper Division	Amanda Magner	Weekly	Wednesday	Lesson Study/Data Analysis
Electives	Sarah Martin	Weekly	Wednesday	Focus Lessons/Data Analysis
ESE	Marianne Kinsey	Weekly	Wednesday	Compliance/Accommodations/Modifications/Lessons/Data Analysis
Guidance	Tammy Ruffian	Weekly	Wednesday	Scheduling/Feeder school meetings
World Language	Nitza Cochran	Weekly	Wednesday	Lesson Study/Data Analysis
G.I.	Brittany Armstrong	Weekly	Wednesday	Lesson Study/Data Analysis
AFJROTC	Colonel Smith	Weekly	Wednesday	Lesson Study/Data Analysis

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
 No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification

- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Forrest has a strong AVID program insuring students are prepared for college. AVID enrolls students in rigorous college prep classes. They teach time management, Cornell notes, & organization to assist with the rigorous coursework. Students are also assisted with the college application process. Tutorials are used to promote higher level questions. SAT/PSAT/ACT preparation is taught through vocabulary lessons and essay writing.

We also offer AFJROTC training for those interested in entering the military after graduation. The students learn discipline, structure, team unity, and develop positive study habits through the program. We currently have 288 students enrolled in our AFJROTC program.

We are currently in the process of building the AICE program at Forrest. This program will allow students to enter as freshman and be on a solid AP course track. Ultimately this will allow the students to graduate already having college course credits.

We currently offer a variety of AP courses to students where they have the opportunity to take the course examination and receive college credit.

We offer parents and students information on the Bright Future Scholarships that are offered through the state of Florida. This allows the student to see the connection of their current school performance to their future.

Our guidance department meets with students regularly to evaluate their current classes and discuss their future goals. By doing this, they ensure the student will graduate with the appropriate credits, be well prepared for the work force or college, and feel a sense of accomplishment from their experience at Forrest High School.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Main Idea Reference/Research Words/Phrases (Grade 9) Comparison (Grade 10)		75% of all students participating in Read 180 will achieve DSS gains &/or increase 1 FCAT level during the 09/10 school year.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. All students scoring Level 1 & 2 on 2009 FCAT are scheduled in Read 180 daily.	Teacher	Data Analysis	Benchmark Assessment
2	After school tutoring	Reading Coach	Classroom observations	FAIR Assessment
3	RICA	Administrators Principal	Classroom observations	SRI Assessment FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Main Idea Reference/ Research Words/ Phrases- 9th Comparison- 10th		75% (325)of students scoring Level 2 as fluent readers will score a Level 3+ on the 2010 FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	FastForWord	Teacher	Data Analysis	Benchmark Assessment
2	Double block S.S. -9th grade	Reading Coach	Classroom Observations	FAIR Assessment
3	RICA	Administrators Principal	Classroom Observations	SRI Assessment FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Main Idea Reference/ Research Words/ Phrases-9th Comparison- 10th		75% (100) of 9th grade, fluent Level 2 students will complete Level 3 & 4 of the Fast ForWord program, to increase comprehension, vocabulary, & fluency.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All fluent Level 2 students are scheduled in Fast ForWord for a 9 wk. course, which focuses on FF levels 3-5.	Teacher	Data Analysis	Benchmark Assessment
2	Double blocked with S.S. for RICA	Reading Coach	Classroom Observations	FAIR Assessment

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Main Idea Reference/ Research Words/ Phrases- 9th Comparison- 10th		75% (355) of students scoring a Level 3 on 2009 FCAT will maintain Level 3+ by showing DSS gains on 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students who are in the 9th grade & Level 3 will be participating in S.S. class focusing on RICA.	Teacher	Data Analysis	Benchmark assessment
2	Focus lessons driven by the focus calendar will be implemented daily in all classrooms.	Reading Coach	Classroom Monitoring	FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Main Idea Reference/ Research Words/ Phrases- 9th Comparison- 10th		75% (597) of black students will show DSS gains on 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students who are in the 9th grade & Level 3 will be participating in S.S. class focusing on RICA.	Teacher	Data Analysis	Benchmark Assessment
2	Focus lessons driven by the focus calendar will be implemented daily in all classrooms.	Teacher/Reading Coach	Classroom observations	FCAT
3	All fluent Level 2 students are scheduled in Fast ForWord for a 9 wk. course, which focuses on FF levels 3-5.	Administrators Principal	Observations	FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
No data submitted					

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Teachers will receive training in CRISS strategies, Marzano's Effective Instruction Strategies, CAR-PD, & RICA. Follow-up for implementation of these trainings will occur during classroom visits, weekly PLC meetings, & weekly SLC meetings by instructional coaches and administration.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
TDE for Professional Development(RICA, CAR-PD, CRISS, System 44, Fast ForWord)	SLC	\$12,000.00
Total: \$12,000.00		
Other		
Description of Resources	Funding Source	Available Amount
Classroom Library	Title I	\$20,000.00
Tutors, 400 hours at \$45/HR	SLC	\$18,000.00
Total: \$38,000.00		
Final Total: \$50,000.00		

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
9th grade: Number Sense 2.Algebraic Thinking Measurement Data/ Geometry		75% (202) of students scoring Level 1 & 2 on 2009 FCAT will show learning gains on 2010		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students who are Level 1 & 2 are scheduled in IM	Teacher	Data Analysis	Benchmark Assessment
2	Grade recovery offered throughout semester.	Math Coach	Classroom Monitoring	FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
10th grade: Geometry Measurement Number Sense/ Data Algebraic Thinking		75% (162) of students Level 1 & 2 on 2009 FCAT will show learning gains on the 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students who are Level 1 & 2 are scheduled in IM.	Teacher	Data analysis	Benchmark Assessment
2	Grade recovery offered throughout semester.	Math Coach	Classroom monitoring	FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring

No data submitted

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Manipulatives	SLC	\$4,000.00
White Boards	Turnaround	\$20,000.00
Calculators	SLC	\$3,000.00
		Total: \$27,000.00
Technology		
Description of Resources	Funding Source	Available Amount
LCD Projectors	SLC	\$10,000.00
		Total: \$10,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
TDE for training on CPM, Springboard	Title I SLC	\$6,000.00
		Total: \$6,000.00
Other		
Description of Resources	Funding Source	Available Amount
Tutors-400 hoursw at \$45/hour	SLC	\$18,000.00
		Total: \$18,000.00
		Final Total: \$61,000.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Physical & Chemical Sciences Earth & Space Sciences Scientific Thinking		75% (281)of all 11th graders will score a Level 3.5+ on the 2010 FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Focus Lessons following the Focus Calendars; Compass Odyssey	Teacher/Instructional Coach	Data Analysis Item Analysis	Classroom assessments; Benchmark assessments; FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Physical & Chemical Sciences Earth & Space Sciences Scientific Thinking		75% (145)of black students will score a Level 3.5+ on the 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	75% of black students will score a Level 3.5+ on the 2010 FCAT.	Teacher Instructional Coach	Data Analysis Item Analysis	Classroom assessment FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Physical & Chemical Sciences		75% (103)of our ESOL students will score 3.5+ on the		

Earth & Space Sciences Scientific Thinking			2010 FCAT.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Focus Lessons following the Focus Calendars; Compass Odyssey	Teacher; Instructional Coach Administration	Data Analysis Item Analysis	Classroom assessments Benchmarks

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Specimens	District	\$5,000.00
Science Lab Materials	District	\$3,000.00
Non Fiction books (RICA)	SLC	\$10,000.00
		Total: \$18,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
TDE for training	SLC	\$8,000.00
		Total: \$8,000.00
Other		
Description of Resources	Funding Source	Available Amount
Tutors - 400 hours @ \$45/hr	SLC	\$18,000.00
		Total: \$18,000.00
		Final Total: \$44,000.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Persuasive Writing			80% (380) of 10th grade students will score a 4 or above on 2010 FCAT Writes	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Focus lessons in 9th and 10th grade LA classrooms.	Teacher	Data Analysis	Benchmark exams
2	Benchmark Exams	Instructional Coach	Classroom observations	Classroom assessments

3	Writing prompts Write Score Use of Rubrics	Principal	Classroom observations	FCAT results
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Expository Writing		80% (380) of our 10th grade students will score a 4+ on 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Focus lessons in 9th and 10th grade LA classrooms.	Teacher	Data Analysis	Benchmark assessments
2	Writing Prompts Write Score Use of Rubrics	Instructional coach Principal	Classroom observations	Classroom assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Persuasive & Expository		75% (360) of our students will provide "ample support" on the 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Focus lessons in 9th and 10th grade LA classrooms	Teacher	Data analysis	Benchmark exams
2	Writing Prompts Write Score Use of Rubrics	Instructional coach Principal	Classroom visits	Classroom assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
ESOL subgroup		75% (185) of our ESOL students will score 4+ on the 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Focus lessons in 9th and 10th grade LA classrooms. Benchmark Exams Writing Prompts Write Score Use of Rubrics	Teacher Instructional Coach Principal	Data Analysis Classroom Visits	Benchmark Exams Classroom Assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Writescore	SLC	\$6,900.00
Total: \$6,900.00		

Professional Development		
Description of Resources	Funding Source	Available Amount
TDE Days	SLC	\$4,000.00
		Total: \$4,000.00
Other		
Description of Resources	Funding Source	Available Amount
Tutors- 400 hours \$45/hr	SLC	\$18,000.00
		Total: \$18,000.00
		Final Total: \$28,900.00

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Lack of parental involvement		To increase parent involvement by 50%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Parent Nights Flyers ParentLink	Administrator	Parent Participation	Parent Participation

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Lack of parental involvement		ParentLink will be used to notify parents of school events.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Train Personnel Open House Flyers	Administrators	Parent participation	Parent participation

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount

No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Computer-Parent Resource Room	Title I	\$2,000.00
		Total: \$2,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Parentlink	Title I	\$2,000.00
TDE for training	Title I	\$2,000.00
		Total: \$4,000.00
Other		
Description of Resources	Funding Source	Available Amount
Educational Dinners/Open Houses	Title I	\$7,000.00
FCAT Night	Title I	\$5,000.00
Equipment-Parent Resource Room	Title I	\$3,000.00
		Total: \$15,000.00
		Final Total: \$21,000.00

End of Parent Involvement Goal

Other Goals

Safety Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Classroom Management		All teachers will fully implement in their classrooms. All students will understand and follow CHAMPS guidelines.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	CHAMPS Monitorins	Teacher Administration	Classroom Visits	Classrooms observations Discipline data

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Common areas		All staff members will follow campus-wide Foundations procedures. All students will follow campus-wide Foundations procedures.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Foundations Monitoring	Teacher Administration	Observations	Observations Discipline Data

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Conflict Resolution		Students will participate in team led conflict resolution sessions to decrease the number of student violence incidents.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	SLC Interventions	SLC Teams Administration SLC Guidance Counselors	Observations Student Interviews	Observations Discipline Data

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Classroom management	CHAMPS	Amber Krisciunas	Preplanning	Classroom Observations	Administrators
Common Areas	Foundations	District Training	On-going	Referral rates observations	Administrators
ConflictResolution	CHAMPS	Amber Krisciunas	Preplanning	Student interviews/referral rates	Administrators

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Safety Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Manipulatives	SLC	\$4,000.00
Mathematics	White Boards	Turnaround	\$20,000.00
Mathematics	Calculators	SLC	\$3,000.00
Science	Specimens	District	\$5,000.00
Science	Science Lab Materials	District	\$3,000.00
Science	Non Fiction books (RICA)	SLC	\$10,000.00
			Total: \$45,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	LCD Projectors	SLC	\$10,000.00
Writing	Writescore	SLC	\$6,900.00
Parental Involvement	Computer-Parent Resource Room	Title I	\$2,000.00
			Total: \$18,900.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	TDE for Professional Development (RICA, CAR-PD, CRISS, System 44, Fast ForWord)	SLC	\$12,000.00
Mathematics	TDE for training on CPM, Springboard	Title I SLC	\$6,000.00
Writing	TDE Days	SLC	\$4,000.00
Science	TDE for training	SLC	\$8,000.00
Parental Involvement	Parentlink	Title I	\$2,000.00
Parental Involvement	TDE for training	Title I	\$2,000.00
			Total: \$34,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Classroom Library	Title I	\$20,000.00
Reading	Tutors, 400 hours at \$45/HR	SLC	\$18,000.00
Mathematics	Tutors-400 hoursw at \$45/hour	SLC	\$18,000.00
Writing	Tutors- 400 hours \$45/hr	SLC	\$18,000.00
Science	Tutors - 400 hours @ \$45/hr	SLC	\$18,000.00
Parental Involvement	Educational Dinners/Open Houses	Title I	\$7,000.00
Parental Involvement	FCAT Night	Title I	\$5,000.00
Parental Involvement	Equipment-Parent Resource Room	Title I	\$3,000.00
			Total: \$107,000.00
			Final Total: \$204,900.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached school's Differentiated Accountability Checklist of Compliance \(Uploaded on 10/20/2009 3:59:28 PM\)](#)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
TBD	0

Describe the Activities of the School Advisory Council for the Upcoming Year

Forrest High SAC is representative of our diverse school. They monitor the SIP, prioritize budget needs, relay concerns from the community and act as a sounding board for ideas and new plans. They also listen and learn about new district initiatives that our school participates in such as LTF, SLC's, the AVID program and College Springboard curriculum. SAC will be updated monthly on the designated students' progress pertaining to the Learning to Finish grant.

SAC Members

Members

- 1) David Gilmore, Principal
- 2) James Colwell, SAC Chair
- 3) Michelle Bright, Student
- 4) Stella Johnson, Teacher
- 5) Claudia Marshall, Teacher
- 6) Melanie Pittman, Teacher
- 7) Tim Worsowicz, Teacher
- 8) Avon Floyd, Parent
- 9) Debbie Kreitzman, Parent
- 10) Rachell Stiffler, Parent
- 11) James West, Parent
- 12) Yolanda Weatherspoon, Parent
- 13) Jeff Van Lear, Parent
- 14) Frances Randall, School Support Personnel
- 15) Tammy Ruffian, School Support Personnel

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Duval NATHAN B. FORREST HIGH SCHOOL 2411													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 821 Math: 814			2008-2009 School Grade ¹ : D			Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	95	Y	95	Y	21	N	46	N	87	83	N	43	59	Y	76	79	NA	51	54	NA	22	NA	52	NA		
WHITE	93	N	94	N	34	N	60	N	93	83	N	51	65	Y	67	66	NA	39	40	NA	35	NA	62	NA		
BLACK	95	Y	95	Y	14	N	38	N	84	83	N	35	57	Y	82	86	NA	61	62	NA	15	NA	45	NA		
HISPANIC	97	Y	97	Y		NA		NA			NA	46	50	Y			NA			NA						
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	96	Y	95	Y	17	N	45	N	85	83	N	31	54	Y	81	83	NA	56	55	NA	19	NA	52	NA		
ENGLISH LANGUAGE LEARNERS	92	N	92	N		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	93	N	93	N	9	N	14	N	71	50	N	18	23	Y	87	91	NA	83	86	NA	11	NA	22	NA		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Duval NATHAN B. FORREST HIGH SCHOOL 2411													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 916 Math: 911			2007-2008 School Grade ¹ : F			Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	96	Y	95	Y	24	N	49	N	85	87	Y	37	43	Y	79	76	NA	53	51	NA	27	NA	62	NA		
WHITE	94	N	95	Y	33	N	61	N	89	93	Y	39	51	Y	67	67	NA	41	39	NA	36	NA	71	NA		
BLACK	96	Y	96	Y	18	N	39	N	82	84	Y	35	35	N	88	82	NA	65	61	NA	20	NA	54	NA		
HISPANIC	96	Y	94	N		NA		NA			NA	33	46	Y			NA			NA						
ASIAN	97	Y	97	Y		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	96	Y	96	Y	19	N	44	N	82	85	Y	31	31	N	81	81	NA	60	56	NA	20	NA	59	NA		
ENGLISH LANGUAGE LEARNERS	96	Y	94	N		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	96	Y	96	Y	13	N	17	N	53	71	Y	7	18	Y	87	87	NA	86	83	NA	16	NA	35	NA		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Duval NATHAN B. FORREST HIGH SCHOOL 2411													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 978 Math: 964			2006-2007 School Grade ¹ : F			Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	96	Y	96	Y	21	N	47	N	89	85	N	46	37	N	76	79	NA	51	53	NA	34	NA	66	NA		
WHITE	94	N	95	Y	33	N	59	Y	89	89	N	50	39	N	67	67	NA	41	41	NA	45	NA	69	NA		
BLACK	96	Y	96	Y	12	N	35	N	90	82	N	40	35	N	85	88	NA	61	65	NA	28	NA	62	NA		
HISPANIC	99	Y	97	Y		NA		NA			NA	50	33	NA			NA			NA						
ASIAN	99	Y	98	Y		NA		NA			NA	67	44	NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	96	Y	96	Y	19	N	40	N	87	82	N	41	31	N	81	81	NA	59	60	NA	35	NA	61	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	98	Y		NA		NA			NA	53	32	NA			NA			NA						
STUDENTS WITH DISABILITIES	92	N	93	N		N	14	N	68	53	N	14	7	N	88		NA	79	86	NA	24	NA	50	NA		

SCHOOL GRADE DATA

Duval School District NATHAN B. FORREST HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	23%	53%	76%	34%	186	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning	37%	70%			107	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5

Gains							<ul style="list-style-type: none"> Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	39% (NO)	69% (YES)				108	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	45%	57%				0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned						401	
Percent Tested = 95%							Percent of eligible students tested
School Grade						D	Grade based on total points, adequate progress, and % of students tested

Duval School District NATHAN B. FORREST HIGH SCHOOL 2007-2008							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	27%	56%	70%	30%	183		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	42%	61%			103		3 ways to make gains: <ul style="list-style-type: none"> Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	44% (NO)	57% (YES)			101		Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	39%	52%			0		If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					387		
Percent Tested = 94%							Percent of eligible students tested
School Grade						F	Grade based on total points, adequate progress, and % of students tested

Duval School District NATHAN B. FORREST HIGH SCHOOL 2006-2007							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	25%	55%	73%	18%	171		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	37%	66%			103		3 ways to make gains: <ul style="list-style-type: none"> Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	38% (NO)	64% (YES)			102		Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	42%	37%			0		If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					376		
Percent Tested = 95%							Percent of eligible students tested
School Grade						F	Grade based on total points, adequate progress, and % of students tested