Escambia County School District

Pine Forest High School

2016-17 Schoolwide Improvement Plan

Pine Forest High School

2500 LONGLEAF DR, Pensacola, FL 32526

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	C

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Pine Forest High School

DA Region and RED	DA Category and Turnaround Status
Northwest - [Rachel Heide](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Pine Forest High School's administration, faculty, staff, and community stakeholders will prepare students with the highest level of academic rigor for graduation, post-secondary experiences, and workforce readiness.

b. Provide the school's vision statement.

Pine Forest High School's Core Beliefs are:

All students can learn with the highest level of academic rigor to be successful.

All students can complete a rigorous program of study that will prepare them for their future.

All students can be productive citizens in the school and in the community.

2. School Environment

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

We continued to send new administrators, guidance counselors, and teachers to a three day Capturing Kids' Hearts training in order to build better relationships with students.

Students at Pine Forest High School complete a student goals survey at the beginning of each school year. Their information is used to structure individual academic plans for students that include programs of study and areas of interest.

Teachers at Pine Forest High School are given access to state and assessment data, Individual Educational Plans, health alerts, 504 plans, progress monitoring plans, and behavior tracking data for each of their students.

Counselors are assigned to students by grade level. in order to to foster and maintain relationships with those students and their parents during their time at Pine Forest, counselors will loop, or follow, their class of students until graduation.

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

Pine Forest is a Positive Behavior Support (PBS) school. Information on expected behaviors is shared with students, faculty, and staff throughout the school year. Standards for behavioral expectations in the classrooms and all other areas of the school are taught and reviewed by faculty as well as posted throughout the school. Our expectations for student behavior is also shared with all Pine Forest stakeholders on our school website.

Harassment and Bullying reporting mechanisms are provided on our school website. Information on reporting harassment and bullying is taught to all students at each grade level.

Pine Forest has a school Code of Conduct that is taught, reviewed, and signed by all students that

participate in extra curricular activities. Students that participate in extra curricular activities are expected to uphold the P.R.I.D.E. standards that are set in our Code of Conduct.

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

Because Pine Forest is a PBS school, an emphasis on behavioral expectations is reinforced throughout the school year in a variety of modes. Behavioral expectations for students while in the classroom and on campus are clearly articulated throughout the school on printed posters. Instruction on those expectations is also provided by each faculty member in every class. Additionally, our expectations are shared with all Pine Forest stakeholders on our school website.

Included in this strategy, a Behavioral Incidence Matrix and School-wide Non-negotiables, were developed for the school by school leadership, behavior coaches, parents, students, and community members.

Pine Forest has an "In Lieu Of Removal" (ILR) curricular program on campus. This program is designed to retain an instructional setting for the student while at the same time modifying negative behaviors that could have resulted in expulsion. A student that meets a specified criterion for behavioral modification is recommended for this program. Students enrolled in this program have an opportunity to participate in course and credit recovery, receive instruction in strategies to modify behavior, and develop career enhancement skills.

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

Pine Forest High School attempts to meet the social-emotional needs of its students by providing several types of counseling. A mental health therapist is provided for all students once a week and on an "on-call" basis. Additionally, a full time overlay counselor is provided by The Lakeview Center who addresses the needs of our ESE population. The United States Department of Defense provides a family needs counselor for our military dependent students three days a week. Lastly, a full time Certified Drug and Alcohol Counselor is provided for all students.

3. Early Warning Systems

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

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

Attendance trending below ninety (90) percent including excused and unexcused absences, out-of-school suspensions, and in-school suspensions.

One or more in school or out-of-school suspensions.

Course failure in English Language Arts or Mathematics, or both.

A level 1 score on a standardized state assessment in English Language Arts, mathematics (Algebra 1 EOC), or Biology EOC.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	94	54	47	37	232
One or more suspensions	0	0	0	0	0	0	0	0	0	136	128	82	62	408
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	54	96	88	50	288
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	277	221	195	112	805

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	133	110	94	58	395

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

Intensive Language Arts classes are offered to students scoring a level 1 on a standardized statewide assessment in English Language Arts.

Algebra 1A/1B blocked classes are offered for students scoring a level 1 on a standardized statewide assessment in mathematics.

Tutoring is offered routinely or as needed for mathematics, English Language Arts, and science.

The faculty receives detailed information regarding students who meet the early warning signs.

Daily SOAR time is assigned to address students who meet early warning signs with priority days for each subject area.

AP's, guidance counselors, and district graduation coach arrange meetings with students and their parents that are in danger of not graduating to set up a plan that encourages the student to select courses to improve GPA, register for required test, and in certain circumstances select alternative school options.

School based graduation coach meets with seniors that are in danger of not graduating. She meets frequently with selected students to track data on tests scores, grads, attendance, etc. to ensure these students do in fact graduate fro PFHS on time.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Pine Forest works to build positive relationships with its families by targeting an increase in parental involvement. To achieve this increase, our school will provide frequent opportunities for parents to engage in curricular activities directly related to enhanced literacy strategies. As Pine Forest increases the level of academic rigor across its curriculum, parents and community members will be asked to provide input on curricular content. As we increase student levels of college and career readiness, parents and community members will be asked to participate in activities that provide graduation requirement information to student grade level cohorts.

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

Pine Forest High School has entered into a community partnership with Navy Federal Credit Union (NFCU). This partnership provides Pine Forest with financial support and assistance for our students. Materials and financial donations from Navy Federal, throughout the year, support our Positive Behavior Support (PBS) incentives. These incentives are responsible for improving the student environment at Pine Forest. Employees at NFCU provide students with guidance in long term financial planning strategies, career building skills, and scholarship opportunities.

Pine Summit Baptist Church and Calvary Baptist Church provide backpacks and school supplies for students in need. Both churches also provide Pine Forest High School with use of their facilities to support various programs.

Additionally, Pine Forest is in partnerships with several other professional organizations and businesses throughout the Escambia County metropolitan area to support and provide curriculum for our career academies. These partnerships are between the following entities:
The Green Homebuilders Academy is supported by the Northwest Florida Homebuilders Association.

The New Teacher Academy is supported by the College of Education at the University of West Florida, the Early Childhood Development Academy at Pensacola State College, and the Golden Apple Association sponsored by Wendy's restaurants.

The Culinary Arts Academy is supported by the Florida Restaurant Association in addition to various chefs and restaurants in the Escambia County metropolitan area.

The Athletic Department is supported by the Andrews Institute for Orthopedics and Sports Medicine and Baptist Hospital by providing clinical and therapeutic services to our student athletes, an athletic trainer, and a full-time orthopedist who is present at athletic practices and competitions.

The Escambia County Fire Firefighter Academy is funded in part and supported by the Escambia County Board of County Commissioners.

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

1. School Leadership Team

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

Name	Title
Longoria, Karen	Teacher, K-12
Freeman, Bryan	Assistant Principal
Rigby, David	Teacher, K-12
Touchstone, Laura	Principal
Lance, Jeff	Teacher, K-12
Smith, Catrice	Teacher, K-12
Elliott, Stephanie	Teacher, K-12
Teasley, Shanae	Other
Bryan, Paul	Other
McAuliffe, Kevin	Teacher, K-12
Barry, Rachael	Teacher, K-12
Akkerman, Twyla	Dean
King, Emily	Instructional Coach
Cunningham, Ranee	Teacher, ESE
Jordan, Latasha	Assistant Principal

b. Duties

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

The School Leadership Team (SLT) met three times over the summer and will continue to meet monthly to review school wide academic and behavioral data to ascertain the needs of our students and their curricula. Upon reviewing the data, team members will make recommendations for improvements to the appropriate stakeholder for implementation.
Our Response to Intervention (RtI) team will work inclusively with our faculty to close the learning gap that occurs between universal instruction and small group instruction. Specifically, the RtI team will work to incorporate best instructional practices in all classrooms so that students are receiving the highest level of instruction possible.

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

The Pine Forest High School Response to Instruction/Intervention (RtI) team will work individually and collaboratively to provide instructional and interventional guidance, support, and resources to teachers, students, and parents within the Pine Forest High School learning community.
All funds disbursed will be adequately documented with data that will provide an in-depth analysis of the educational value of the activity, the level of academic enrichment, and the effect on student learning growth.

Title I Funds - Monies allocated for Title I will be distributed in following areas of concentration:
Instructional - Literacy Coach, Mathematics Teacher, .2 Gifted Teacher, Resource Teacher
Parental Involvement
Professional Development

Instructional Materials/Academic Programs

Supplemental Academic Instructional (SAI) funds will be distributed in the following areas of concentration:
Professional Development
Instructional Materials
School Community Involvement

Computer and Technology Education (CTE) funds will be distributed in the following areas of concentration:
Computer Software and Hardware
Instructional Staff

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Laura Touchstone	Principal
Aisha Adkison	Business/Community
Michelle Lewis	Education Support Employee
Barbara Goram	Education Support Employee
Alyssa Dunnaway	Student
Dezahamae McCall	Student
Alexandro Spradling	Student
Ashley Frye	Student
Kimberly Hagg	Parent
Jo Pugh	Parent
Tonya Lambert	Parent
Jessica Smith	Parent
Victor Taylor	Parent
Charles Cather	Teacher
Sean Barnes	Parent
Hank Mitchell	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

Last year's school improvement plan for Pine Forest was instrumental in empowering our staff to maintain its curricular focus for the 2015-16 school year.
Each of the of the following criteria is a specific facet of the academic environment that the School Improvement Plan (SIP) addressed in the 2015-16 school year:

1) The attendance rate increased.

2) Course failure rates in ELA and math decreased in grades 10 and 12.

b. Development of this school improvement plan

The School Advisory Council (SAC) actively contributed to the development of Pine Forest's SIP. Specifically, the SAC articulated the language to craft the school's vision. It developed activities with the goal of drawing out increasing levels of parental involvement. Finally, the SAC developed a strategy to assess and remediate the various economic needs of our disadvantaged students.

c. Preparation of the school's annual budget and plan

The funds for the Pine Forest annual budget are received from the Escambia County school district in April, 2016. The school's leadership team working in association with our School Advisory Council reviewed and discussed the amount of funds available for our school in the coming academic year (2016-17). The Pine Forest Leadership Team and School Advisory Council also reviewed and discussed academic, behavioral, and instructional data to assess the consequent needs for the 2016-17 school year. After a careful consideration of the curricular focus for our school, the groups made recommendations for budgetary expenditures that would ideally effectively support that goal. The budget was then approved and signed by the Chairperson of the School Advisory Council and returned to the school district administrative offices for final approval from the Director of High Schools.

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

The SIP funds that were allocated last year primarily focused on Professional Development for teachers to be trained in the PLC implementation for the school and focuses on the goals to increase student achievement and data driven instruction. The SAC paid for the Solution Tree PLC training in Orlando to prepare the PLC leaders to facilitate the process school wide.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
King, Emily	Instructional Coach
Freeman, Bryan	Assistant Principal
Touchstone, Laura	Principal
McAuliffe, Kevin	Teacher, K-12
Longoria, Karen	Teacher, K-12
Goldston, Tonita	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Pine Forest's Literacy Leadership Team's (LLT) primary objectives are the implementation of strategies to improve literacy in all classes throughout our curriculum and the preparation of our students to successfully negotiate the increased academic rigor in the new Florida Standards statewide assessment.

Our school's implementation of literacy strategies contain CLOSE Reading and the Comprehension Instruction Sequence. These strategies require teachers to include extended writing assignments and critical analysis of informational and literary texts in all subject areas.

D. Public and Collaborative Teaching

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

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

The Pine Forest faculty are provided with multiple opportunities to collaboratively plan throughout the school day and school year. Specifically, all teachers are able to instructionally plan together from 7:40 a.m. to 8:20 a.m. on most weekdays. Additionally, Pine Forest has established Professional Learning Communities (PLC). The PLCs meet weekly during their common planning to discuss best instructional practices and strategies unique to their specific discipline. They also are creating common formative and summative assessments aligned to power standards to promote rigor and growth in all our students. Professional development is infused within these PLC meetings. Finally, our master schedule was designed so that teachers of the same academic discipline share a common free period to facilitate collaborative planning and maintain the PLC culture in the school.

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

Pine Forest's recruiting strategies for new teachers coincide with those of the school district of Escambia County. The school district's new teacher initiative, the Special Teachers Assisting Rising Teachers (S.T.A.R.T.) Program, provides mentoring, professional development, and resources to first year teachers and selected second year teachers as well as professional contract teachers who have been given unsatisfactory on their evaluation. Selected school staff assists new teachers in acclimating to our school's culture as mentors. Each administrator at our school works closely with the school district's human resources personnel to screen eligible applicants and hire and retain highly qualified instructional staff.

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

Each teacher who is new to Pine Forest High School is paired with a veteran teacher who acts as a mentor for the new teacher. The veteran teacher assists the new teacher with curriculum planning, preparation for formal evaluations, and acquainting him or her with the procedures and policies of our high school.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Pine Forest High School ensures that its instructional programs and materials are aligned to the Florida State Standards in a variety of ways. Teachers have served on recent textbook adoption

committees to examine and recommend texts that have the Florida State Standards as the principle curricular element throughout all of the publisher's provided resources. The mathematics and language arts textbooks have accompanying electronic and print resources that emphasize the new Florida State Standards. Teachers have been trained by our school district's curriculum specialists on the design of curricula with an emphasis on the Florida State Standards resources provided by the textbook publisher. Lastly, Professional Learning Communities are utilized to facilitate lesson studies to ensure effective instructional strategies are used to master the Florida State Standards.

b. Instructional Strategies

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

Data from the following sources are used to meet the diverse needs of students:
Reading: FSA, FAIR-FS, Fluency
Math: Algebra EOC, Geometry EOC, District SAEs, Semester Exams, SchoolNet
Science: Pre and Post Biology Test, District SAEs, SchoolNet
US History: District SAEs, SchoolNet
Writing: School prompts and portfolios, State writing assessment
Behavior: Local data source, FOCUS

Teachers use this data to form their instruction according to the varying levels of proficiency scored by the students. For example, a unit of instruction will be modified to provide additional time to remediate a skill that was scored less than proficient on a recent assessment.

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

Strategy: Before School Program
Minutes added to school year: 0

- Mathematics tutorials are offered to low performing math students twice weekly.
- ACT/SAT preparatory courses are offered to participating students as needed.
- Professional Learning Communities have been established among the faculty that concentrate on the following areas of the school environment:

Behavior - Positive Behavior Support Teams
Mathematics - Math Design Collaborative
English/Language Arts - Collaboration of Reading and English teachers
Collaborative Teaching - Co-Teaching Support with Florida Inclusion Network

- Professional development training is offered through PLC's.

Strategy Rationale

Teacher collaboration and planning along with professional development will strengthen student engagement and the instruction delivered to the students.

Strategy Purpose(s)

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Touchstone, Laura, ltouchstone@ecsdfl.us

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

Data is collected frequently to determine the satisfactory progress of students in the core content areas, behavior, attendance, and college readiness. A committee has been created to research the data on students that are below a 2.0 in each grade level. They meet with parents and the students to discuss goals and alternative options.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Incoming Pine Forest 9th grade students who have been identified and considered at-risk are invited to attend a Transition Program for sixteen (16) days during the month of June. The students that participate are encouraged to develop organizational skills, note taking skills, reading strategies, and basic algebraic skills through peer motivation. Additionally, our students meet with guidance counselors to discuss graduation requirements and major areas of interest so that each student can start high school highly motivated to complete his or her course of study. Students also have the opportunity to meet athletic coaches, club sponsors, and members of student organizations that encourage the new students to become a part of our school culture. At the conclusion of this program, completing students receive .5 credit for participating in the Transition Program as an elective.

Incoming seniors and their parents are invited to attend a college and career night hosted at Pine

Forest each spring. College admission counselors, financial aid advisers, military recruiters, local businesses and other stakeholders present information on opportunities to pursue college or a career after graduation.

Military and college recruiters frequently visit Pine Forest during the Fall and Spring semesters to speak to interested seniors.

b. College and Career Readiness

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

At Pine Forest, we rely on our guidance counselors to foster an awareness of college and career requirements among the student population. The guidance counselors meet with the students assigned to them in order to review the students' academic history, credits earned, and end of course assessments scores, state assessment scores, and SAT/ACT scores, so that students possess the information with which to advance to the subsequent academic year with peers in their particular cohort. Additionally, mentors from NFCU and other community members visit frequently and present media to the students that emphasize college and career readiness. Finally, Pine Forest is home to a unit of the Naval Junior Reserve Officer Training Corps (NJROTC) which prepares students for a multitude of careers in the United States Armed Forces.

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

Pine Forest offers several career/technical academies. Each academy designs curricula for elective courses whose foci are the development of the knowledge and skills unique to the career that is the emphasis of the academy. Students are then enabled to explore aspects of a career or technology that suits their interests in the pursuit of their post-graduation endeavors.

15/16 Career Academy List and Certifications:
- Robotics Academy (Certifications: MOS Bundle, Solidworks)
- Design Services Academy (Certifications: MOS Bundle, Adobe Photoshop)
- Home Builders Association (HBA) of Northwest Florida Green Construction Trades Academy (Certifications: MOS Bundle, NCCER Carpentry Level 1 & 2)
- New Media Academy (2 Tracks - Web or TV) (Certifications: MOS Bundle, ACA Photoshop Creative Cloud, ACA Premiere Pro, ACA Flash, ACA Dreamweaver)
- Cybersecurity Academy (Certifications: MOS Bundle, CompTIA Security+, Microsoft Technology Associates)
- Future Educators Academy (Certifications: MOS Bundle)
- Culinary Arts Academy (Certifications: MOS Bundle, ServSafe, National ProStart Certificate of Achievement)
-Escambia County Fire Fighters Acadmey (Certifications: First Repsonder/Florida State FFL Certification)

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

Professional Learning Communities have been established in all CTE courses. These PLCs are creating common assessments to assess chosen power standards in order to support student achievement as well as teaching the required ELA and Math standards which are embedded into all CTE Florida Standards.

Using the PLC collaboration and common formative and summative assessments, CTE teachers will be able design and coordinate the implementation of literacy and math strategies throughout thier

curriculum, allow for effective reasoning strategies by engaging students in productive struggles and focus on engaging real world lessons to provide students with hands on examples of how math is used in the real world.

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

A review of the High School Feedback Report indicates that a significant number of students indicated that they felt adequately prepared for postsecondary academics. Students are able to take college preparatory courses in English, math, and social sciences. These courses prepare students for postsecondary academics by exposing students to advanced concepts in rhetoric, composition, computation and calculus.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Increase student achievement in the lowest quartile.

G2. Increase data driven instruction to ensure all students are assessed on grade level standards.

Strategic Goals Detail

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

G1. Increase student achievement in the lowest quartile. 1a

🔑 G086698

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	70.0
FSA ELA Achievement	51.0
Algebra I EOC Pass Rate	67.0
U.S. History EOC Pass	50.0
Geometry EOC Level 1	35.0

Targeted Barriers to Achieving the Goal 3

- Attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Positive Behavior Support program

- Collaboration within school wide Professional Learning Communities

- Providing Professional Development that supports and enhances student achievement and growth.

Plan to Monitor Progress Toward G1. 8

The following data will be collected in order to monitor progress of student achievement:
FAIR, District Subject Area Exams, and PLC formative and summative assessments

Person Responsible
Laura Touchstone

Schedule
Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion
Evaluate student data to determine their academic growth.

G2. Increase data driven instruction to ensure all students are assessed on grade level standards. 1a

🔑 G086699

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	67.0
4-Year Grad Rate (At-Risk)	53.0
FSA Mathematics Achievement	71.0

Targeted Barriers to Achieving the Goal 3

- Knowledge of unpacking standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I Funds

- Pine Forest High School's Instructional Coach

- Escambia County School District's Math Instructional Coach

- Pine Forest High School's PLCs

Plan to Monitor Progress Toward G2. 8

Classroom walk-through data, informal and formal assessment data, teacher participation in professional development, student performance in content areas assessments.

Person Responsible

Laura Touchstone

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Results from classroom walk-through data, informal and formal assessment data, teacher participation in professional development, student performance in content areas, and discipline data will be used to monitor progress.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase student achievement in the lowest quartile. 1

🔑 G086698

G1.B1 Attendance 2

🔑 B230472

G1.B1.S1 Guidance counselors will conduct meetings at the mid quarter and quarter dates of each grading period with students to review student attendance rates below 90%. 4

🔑 S243148

Strategy Rationale

To identify at-risk students who demonstrate the potential to drop out of school caused by academic failures consequent to poor attendance.

Action Step 1 5

Counselors will meet with students whose attendance rate falls below 90%.

Person Responsible

Latasha Jordan

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Attendance data will be extracted from Focus and counselor meeting notes will be reviewed as evidence.

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

Guidance counselors will monitor at-risk students to ensure improvement is being made throughout the school year by reviewing attendance data utilized through FOCUS.

Person Responsible

Latasha Jordan

Schedule

Quarterly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Attendance data from FOCUS will be collected on a quarterly basis.

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

Attendance data will be monitored in order to increase the student attendance rate.

Person Responsible

Latasha Jordan

Schedule

Biweekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Attendance data will be extracted from FOCUS.

G2. Increase data driven instruction to ensure all students are assessed on grade level standards. 1

🔍 G086699

G2.B2 Knowledge of unpacking standards 2

🔍 B230476

G2.B2.S1 PD for teachers on Essential Questions and Objectives that are tied to understanding of unpacked standards. This will allow for complete understanding of the standards and the ability to turn the standards into "I will" statements for the students. The focus of this training to to ensure that students understand why lessons are being taught and to show them what it is that we want them to understand in each course through our standards. With this practice, we have created a learning target for the students which are the stepping stones towards mastery of standards. 4

🔍 S243151

Strategy Rationale

Teachers will have PD to gain competency in their standards knowledge which will ensure that they teaching with rigor and scaffolds so they are teaching all students to be successful.

Action Step 1 5

Using CWT data, PD will be created and presented to assist teachers in understanding and implementing standard based instruction for all students.

Person Responsible

Latasha Jordan

Schedule

On 5/25/2017

Evidence of Completion

Classroom Walk throughs to develop further PD as needed

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Instructional Coach will conduct CWTs and will implement the coaching cycle to monitor the PLC's and their their SOAR classes which will be based on data collected from common assessments.

Person Responsible

Emily King

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Data will be collected from each PLC, pre and post SOAR, to determine if all students are showing growth in the Power Standards in their courses. This data will determine if new strategies need to be implemented, addressed, or taught through PD. Data and information from walk throughs is used to encourage progress and any necessary change in order to meet our SIP goals for the year. Aspects of the data is shared to faculty overall during meetings while particular teachers and lessons that may need improvements are discussed privately. SOAR data between PLC's is shared weekly and is transparent in order for the team to make adjustments to lessons and upcoming assessments to track the growth of the students' learning each Power Standards.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Data will be collected by PLCs for their power standard achievement, Instructional and Behavior coach will monitor PLC facilitators to ensure best practices, and PD will given in areas that need improvements and/or adjustments throughout the year.

Person Responsible

Latasha Jordan

Schedule

Every 3 Weeks, from 8/10/2016 to 5/25/2017

Evidence of Completion

Results of summative assessments in all subject areas, FAIR data given three times yearly, and SAE's.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 🔑 M325603	The following data will be collected in order to monitor progress of student achievement: FAIR,...	Touchstone, Laura	8/10/2016	Evaluate student data to determine their academic growth.	5/25/2017 monthly
G2.MA1 🔑 M325606	Classroom walk-through data, informal and formal assessment data, teacher participation in...	Touchstone, Laura	8/10/2016	Results from classroom walk-through data, informal and formal assessment data, teacher participation in professional development, student performance in content areas, and discipline data will be used to monitor progress.	5/25/2017 monthly
G1.B1.S1.MA1 🔑 M325601	Attendance data will be monitored in order to increase the student attendance rate.	Jordan, Latasha	8/10/2016	Attendance data will be extracted from FOCUS.	5/25/2017 biweekly
G1.B1.S1.MA1 🔑 M325602	Guidance counselors will monitor at-risk students to ensure improvement is being made throughout...	Jordan, Latasha	8/10/2016	Attendance data from FOCUS will be collected on a quarterly basis.	5/25/2017 quarterly
G1.B1.S1.A1 🔑 A314568	Counselors will meet with students whose attendance rate falls below 90%.	Jordan, Latasha	8/10/2016	Attendance data will be extracted from Focus and counselor meeting notes will be reviewed as evidence.	5/25/2017 monthly
G2.B2.S1.MA1 🔑 M325604	Data will be collected by PLCs for their power standard achievement, Instructional and Behavior...	Jordan, Latasha	8/10/2016	Results of summative assessments in all subject areas, FAIR data given three times yearly, and SAE's.	5/25/2017 every-3-weeks
G2.B2.S1.MA1 🔑 M325605	Instructional Coach will conduct CWTs and will implement the coaching cycle to monitor the PLC's...	King, Emily	8/10/2016	Data will be collected from each PLC, pre and post SOAR, to determine if all students are showing growth in the Power Standards in their courses. This data will determine if new strategies need to be implemented, addressed, or taught through PD. Data and information from walk throughs is used to encourage progress and any necessary change in order to meet our SIP goals for the year. Aspects of the data is shared to faculty overall during meetings while particular teachers and lessons that may need improvements are discussed privately. SOAR data between PLC's is shared weekly and is transparent in order for the team to make adjustments to lessons and upcoming assessments to track the growth of the students' learning each Power Standards.	5/25/2017 weekly
G2.B2.S1.A1 🔑 A314569	Using CWT data, PD will be created and presented to assist teachers in understanding and...	Jordan, Latasha	8/10/2016	Classroom Walk throughs to develop further PD as needed	5/25/2017 one-time

V. Professional Development Opportunities

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

G2. Increase data driven instruction to ensure all students are assessed on grade level standards.

G2.B2 Knowledge of unpacking standards

G2.B2.S1 PD for teachers on Essential Questions and Objectives that are tied to understanding of unpacked standards. This will allow for complete understanding of the standards and the ability to turn the standards into "I will" statements for the students. The focus of this training to to ensure that students understand why lessons are being taught and to show them what it is that we want them to understand in each course through our standards. With this practice, we have created a learning target for the students which are the stepping stones towards mastery of standards.

PD Opportunity 1

Using CWT data, PD will be created and presented to assist teachers in understanding and implementing standard based instruction for all students.

Facilitator

Latasha McGruder and Bryan Freeman

Participants

Emily King

Schedule

On 5/25/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Counselors will meet with students whose attendance rate falls below 90%.				$0.00
2	G2.B2.S1.A1	**Using CWT data, PD will be created and presented to assist teachers in understanding and implementing standard based instruction for all students.**				$64,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0862 - Pine Forest High School	Other		$22,000.00
			0862 - Pine Forest High School	Title I, Part A		$42,000.00
					Total:	$64,000.00