

Escambia County School District

Pine Forest High School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	99%
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	2016-17	2015-16	2014-15	2013-14
Grade	D	D	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Pine Forest High School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- 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 at 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.

Pine Forest continued to send new guidance counselors and teachers to a two 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 foster and maintain relationships with those students and their parents during their time at Pine Forest, counselors will loop with, 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, including Capturing Kids' Hearts. Behavioral expectations for students while in the classroom and on campus are clearly articulated throughout the school. 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 available 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	38	31	29	23	121
One or more suspensions	0	0	0	0	0	0	0	0	0	57	36	17	8	118
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	462	212	150	116	940

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	208	185	154	93	640

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 and can see the EWS flags provided by the district on FOCUS.

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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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.

Big Brothers Big Sisters has partnered with PFHS to provide 35 college bound students with mentors at NFCU. Students meet with their mentor at NFCU once a month and are provided with skills to help them prepare for a career plan for college and beyond.

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

1. School Leadership Team

a. Membership

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

Name	Title
Doss, Eileen	Teacher, K-12
Freeman, Bryan	Assistant Principal
Touchstone, Laura	Principal
Lance, Jeff	Teacher, K-12
Elliott, Stephanie	Teacher, K-12
Teasley, Shanae	Other
King, Emily	Instructional Coach
Jordan, Latasha	Assistant Principal
Hoxworth, Derek	Teacher, K-12
Cohn, Lindsay	Teacher, K-12
Gehrke, Shannon	Teacher, K-12
Copenhaver, Lawrence	Teacher, K-12
Meadows, Whitney	Teacher, K-12
Forte, Alex	Teacher, K-12
Yurdadon, Gulay	Teacher, K-12
Higginbotham, Cory	Teacher, K-12
Kerr, Ryan	Teacher, K-12
Hendrix, Melanie	Teacher, K-12
Farhat, Gabriela	Teacher, K-12
Johnson, Janet	Teacher, K-12
Irby, Anglea	Teacher, K-12
Dawson, David	Teacher, K-12

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.

Title I Funds - Monies allocated for Title I will be distributed in following areas of concentration:
Instructional - Literacy Coach, 0.5 Teacher's Assistant, .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
Tonya Lambert	Parent
Willie Kirkland	Business/Community
Debra Coleman	Parent
Rosalind Harris	Parent
Jonathan Hill	Business/Community
Donnie Peterson	Business/Community
Janet Johnson	Teacher
Lori Anderson	Business/Community
Stephon Adams	Student
Madison Kosmas	Student
Lalina Foust	Student
Emily King	Teacher
Charles Washington	Education Support Employee
Virdell Cleveland	Education Support Employee
Bryan Freeman	Teacher
Latasha McGruder	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 2016-17 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 2016-17 school year:

- 1) The attendance rate increased.
- 2.) Our graduation rate increased.
- 2) Course failure rates in ELA and math decreased in grades 10 and 12.

The SAC reviews the plan, leads discussions, makes suggestions, and ensures that decisions center around the SIP.

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, 2017. 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 (2017-18). 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 2017-18 school year. After a careful consideration of the curricular focus for our school, the groups made recommendations for budgetary expenditures that would ideally and 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 focused 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
Touchstone, Laura	Principal
Jordan, Latasha	Assistant Principal
King, Emily	Instructional Coach
Irby, Anglea	Teacher, K-12
Yow, Christopher	Teacher, K-12
Dawson, David	Teacher, K-12
Copenhaver, Lawrence	Teacher, K-12
Hendrix, Melanie	Teacher, K-12
Travis, Tanaka	Teacher, K-12
Elliott, Stephanie	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 Florida Standards statewide assessment.

Our school's implementation of literacy strategies contain CLOSE Reading and focus on informational text, vocabulary acquisition and literary analysis. 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 mentee and mentor are paired based on similar subject area courses and successful experiences of the mentor 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. The newly adopted Social Studies test are entirely digital, including resources, exams, and exemplars. 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. The teachers, working in Professional Learning Communities, dissect the standards and item specifications so that they know how to best teach the standards at the appropriate rigor. 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, District baseline and Progress Monitoring, Fluency monitoring, Common Formative Assessments, Gradecam

Math: Algebra EOC, Geometry EOC, District SAEs, Semester Exams, SchoolNet, Common Formative Assessments, Gradecam

Science: Biology EOC, Pre and Post Biology Test, District SAEs, SchoolNet, Common Formative Assessments, Gradecam

US History: US History EOC, District SAEs, SchoolNet, Common Formative Assessments, Gradecam

Writing: School prompts, District baseline, State writing assessment, Common Formative Assessments

Behavior: Local data source, FOCUS, EWS

Teachers use this data to form their instruction according to the varying levels of proficiency scored by the students. Teachers use this data to determine the needs of each individual student, standard

by standard in order to assign students to intervention or enrichment in SOAR. 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

- ACT/SAT preparatory courses are offered to participating students as needed.
- AP study sessions are offered to all English, Math, and Science AP students
- Professional Learning Communities have been established among the faculty that concentrate on intervention or enrichment through SOAR.

Strategy Rationale

Teacher collaboration and planning along with professional development will strengthen instruction delivered to the students as well as strengthen student engagement in all courses.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Touchstone, Laura, ltouchstone@ecsdf.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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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

Each Spring we have the Freshman Welcome Night. Parents and students are educated on ways to

be successful in high school. We have a Freshman Orientation on the Saturday before school starts in order to get students acclimated to the campus and receive their needed instructional supplies.

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, 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. We also are partners with Big Brothers Big Sisters who have helped to create a mentorship program through NFCU for college bound students. 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.

17/18 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, 3)
- 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, science, 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student engagement in all core areas in order to decrease the failure rate in core content classes.
- G2.** Increase student performance on state assessments as measured by achievement levels and lowest quartile growth.
- G3.** 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 engagement in all core areas in order to decrease the failure rate in core content classes. 1a

G098299

Targets Supported 1b

Indicator	Annual Target
GPA above 2.0 - H.S.	80.0

Targeted Barriers to Achieving the Goal 3

- Mindset of teachers
- Lack of adequate equipment for immersive classroom learning experiences.
- Lack of classroom technology needed to advance student learning and engagement levels across the curriculum.
- Outdated classroom environments that do not foster 21st century learning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Learning Communities

Plan to Monitor Progress Toward G1. 8

Course failure data and grade point averages will be pulled and observed through Focus.

Person Responsible

Laura Touchstone

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Course failure data and grade point averages will be pulled and observed through Focus.

G2. Increase student performance on state assessments as measured by achievement levels and lowest quartile growth. 1a

G098300

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	80.0
FSA ELA Achievement	51.0
Algebra I EOC Pass Rate	67.0
U.S. History EOC Pass	50.0
Geometry EOC Level 1	50.0
Bio I EOC Pass	50.0

Targeted Barriers to Achieving the Goal 3

- Engaging students who are below grade level

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 G2. 8

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

Person Responsible

Laura Touchstone

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Evaluate student data to determine their academic growth.

G3. Increase data driven instruction to ensure all students are assessed on grade level standards. 1a

G098301

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	67.0
4-Year Grad Rate (At-Risk)	80.0
FSA Mathematics Achievement	71.0

Targeted Barriers to Achieving the Goal 3

- Knowledge of unpacking standards
- Lack of literacy and math strategies across the curriculum
- Lack of standard based data points remediation materials

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 G3. 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 8/10/2017 to 5/25/2018

Evidence of Completion

Results from classroom walk-through data, informative and summative assessment data, teacher participation in professional development, student performance in content area assessments, 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


 = Problem Solving Step  S123456 = Quick Key

G1. Increase student engagement in all core areas in order to decrease the failure rate in core content classes.


1

 G098299

G1.B1 Mindset of teachers 2

 B264459

G1.B1.S1 We are working to transition our teachers' mindset from a fixed mindset to a growth mindset. This includes establishing grading practices that reflect mastery of grade level standards, embracing technology through Vision 2020, creating and maintaining student-teacher relationships, and creating a student centered classroom to include flexible seating. 4

 S280146

Strategy Rationale

Over the past three to four years Pine Forest has had a large teacher turnover rate and a transient student population.

Action Step 1 5

Use the Professional Learning Communities to foster the growth mindset in our teachers and students with increased PD and standards focused collaborative student centered projects across the curriculum.

Person Responsible

Emily King

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

There will be a decreased failure rate in core classes and an increase in student grade point averages.

Action Step 2 5

Purchase advanced technology and flexible seating in all classrooms in order to increase student engagement, decrease failure rate in core classes, and increase student GPA.

Person Responsible

Laura Touchstone

Schedule

Annually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Through student engagement, we will see a decreased failure rate in core classes and an increase in student grade point averages.

Action Step 3 5

Capturing Kids' Hearts training will be used to foster and build student-teacher relationships.

Person Responsible

Bryan Freeman

Schedule

On 7/31/2018

Evidence of Completion

Attendance sign in from PD and implementation of CKH strategies

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

Course failure data and grade point averages will be pulled and observed through Focus.

Person Responsible

Laura Touchstone

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data will be pulled and observed through Focus.

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

Course failure data and grade point averages will be pulled and observed through Focus.

Person Responsible

Laura Touchstone

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Course failure data and grade point averages will be pulled and observed through Focus.

G1.B2 Lack of adequate equipment for immersive classroom learning experiences. 2

 B264460

G1.B2.S1 Buy equipment for science classrooms. 4

 S280147

Strategy Rationale

Updated equipment is necessary.

Action Step 1 5

We will purchase microscopes for science courses.

Person Responsible

Stephanie Elliott


Schedule

On 5/24/2018

Evidence of Completion

We will look at our monthly expense report to ensure the microscopes were purchased.

G1.B3 Lack of classroom technology needed to advance student learning and engagement levels across the curriculum. 2

 B264461

G1.B3.S1 We want to purchase current technology for classrooms. 4

 S280148

Strategy Rationale

To advance student learning and increase engagement levels.

Action Step 1 5

To purchase current technology for classrooms

Person Responsible

Laura Touchstone

Schedule

On 5/24/2018

Evidence of Completion

Review monthly expense reports to ensure technology has been purchased.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Monthly purchasing reports will be reviewed and CWT's will occur to ensure technology is being used to engage students.

Person Responsible

Laura Touchstone

Schedule

On 5/24/2018

Evidence of Completion

Increased engagement in the classrooms.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Monthly expense reports will be monitored to see that the technology was purchased and with CWT's.

Person Responsible

Laura Touchstone

Schedule

On 5/24/2018

Evidence of Completion

CWT data and student grade increases.

G2. Increase student performance on state assessments as measured by achievement levels and lowest quartile growth. 1

G098300

G2.B2 Engaging students who are below grade level 2

B264464

G2.B2.S1 Utilizing the Professional Learning Communities to differentiate SOAR classes. 4

S280151

Strategy Rationale

To differentiate instruction student by student, standard by standard during SOAR.

Action Step 1 5

Use Common Formative Assessment data to establish intervention/enrichment during SOAR.

Person Responsible

Emily King

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Increase in Power Standard CFA pre and post-test data.

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

Meet with PLCs and PLC Leaders

Person Responsible

Emily King

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Increase in Power Standard CFA pre and post-test data.

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

PLC Leaders will share their data monthly.

Person Responsible

Laura Touchstone


Schedule

Monthly, from 8/18/2017 to 5/25/2018

Evidence of Completion

Increase in Power Standard CFA pre and post-test data. Evidence of lessons that respond to areas of needed improvement.

G2.B2.S2 To hire additional teachers and support staff. 4

 S280152

Strategy Rationale

To decrease student to teacher ratio and provide additional classroom support for struggling students.

Action Step 1 5

Hire an ESOL co-teacher to support ELL population in all core subject areas.

Person Responsible

Laura Touchstone

Schedule

On 8/31/2018

Evidence of Completion

Skyward payroll will ensure they are hired and paid.

Action Step 2 5

Hire a math teacher to decrease Algebra 1 class size.

Person Responsible

Laura Touchstone

Schedule

On 8/31/2018

Evidence of Completion

Skyward payroll will ensure they are hired and paid.

Action Step 3 5

Hire a part time teacher assistant for support of EWS students.

Person Responsible

Laura Touchstone


Schedule

On 8/31/2018

Evidence of Completion

Skyward payroll will ensure they are hired and paid.


G3. Increase data driven instruction to ensure all students are assessed on grade level standards. 1

 G098301

G3.B1 Knowledge of unpacking standards 2

 B264466

G3.B1.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 is 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

 S280154

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

Every 3 Weeks, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom Walk throughs to develop further PD as needed

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

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

Person Responsible

Emily King

Schedule

Weekly, from 8/10/2017 to 5/25/2018

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 with particular teachers and lessons that may have areas that need improvement 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 G3.B1.S1 7

Data will be collected by PLCs for their power standard achievement, Instructional 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

Laura Touchstone


Schedule

Biweekly, from 8/10/2017 to 5/25/2018


Evidence of Completion

Results of summative assessments in all subject areas, PMRN data quarterly, and SAE's.

G3.B3 Lack of literacy and math strategies across the curriculum **2**

 B264468

G3.B3.S1 Hire a math coach. **4**

 S280155

Strategy Rationale

To increase teacher knowledge in order to increase students' math knowledge and scores.

Action Step 1 **5**

Hire a math coach.

Person Responsible

Laura Touchstone

Schedule

On 7/31/2018

Evidence of Completion

Skyward payroll records

Plan to Monitor Fidelity of Implementation of G3.B3.S1 **6**

Denny Wilson will verify with the school that the position is filled.

Person Responsible

Laura Touchstone

Schedule

On 7/31/2018

Evidence of Completion

Skyward payroll records

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

To increase the quality of instruction

Person Responsible

Laura Touchstone

Schedule

On 5/31/2018

Evidence of Completion

Classroom walkthrough data and common formative assessments

G3.B4 Lack of standard based data points remediation materials 2

 B264469

G3.B4.S1 Purchase the diagnostic supplemental online resource for the Algebra teachers 4

 S280156

Strategy Rationale

This supplemental resource will provide standard based diagnostic results that are adaptive to each individual students based on their needs on each standard and cluster.

Action Step 1 5

ALEKS is technology to assist algebra teachers in assessing and achieving mastery of standards

Person Responsible

Laura Touchstone

Schedule

On 5/25/2018

Evidence of Completion

Data collection from ALEKS

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Reports will be pulled from ALEKS

Person Responsible

Emily King

Schedule

On 5/25/2018

Evidence of Completion

Data from reports from each teacher and student by student

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Conferring during PLC meetings

Person Responsible

Emily King

Schedule

On 5/25/2018












Evidence of Completion

Data and growth from each teacher and student by student

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B2.S1.A1 A377702	We will purchase microscopes for science courses.	Elliott, Stephanie	9/1/2017	We will look at our monthly expense report to ensure the microscopes were purchased.	5/24/2018 one-time
G1.B3.S1.MA1 M408841	Monthly expense reports will be monitored to see that the technology was purchased and with CWT's.	Touchstone, Laura	9/1/2017	CWT data and student grade increases.	5/24/2018 one-time
G1.B3.S1.MA1 M408842	Monthly purchasing reports will be reviewed and CWT's will occur to ensure technology is being used...	Touchstone, Laura	9/1/2017	Increased engagement in the classrooms.	5/24/2018 one-time
G1.B3.S1.A1 A377703	To purchase current technology for classrooms	Touchstone, Laura	9/1/2017	Review monthly expense reports to ensure technology has been purchased.	5/24/2018 one-time
G1.MA1 M408845	Course failure data and grade point averages will be pulled and observed through Focus.	Touchstone, Laura	8/10/2017	Course failure data and grade point averages will be pulled and observed through Focus.	5/25/2018 quarterly
G2.MA1 M408850	The following data will be collected in order to monitor progress of student achievement: PMRN...	Touchstone, Laura	8/10/2017	Evaluate student data to determine their academic growth.	5/25/2018 monthly
G3.MA1 M408857	Classroom walk-through data, informal and formal assessment data, teacher participation in...	Touchstone, Laura	8/10/2017	Results from classroom walk-through data, informative and summative assessment data, teacher participation in professional development, student performance in content area assessments, and discipline data will be used to monitor progress.	5/25/2018 monthly
G1.B1.S1.MA1 M408839	Course failure data and grade point averages will be pulled and observed through Focus.	Touchstone, Laura	8/10/2017	Course failure data and grade point averages will be pulled and observed through Focus.	5/25/2018 quarterly
G1.B1.S1.MA1 M408840	Course failure data and grade point averages will be pulled and observed through Focus.	Touchstone, Laura	8/10/2017	Data will be pulled and observed through Focus.	5/25/2018 quarterly
G1.B1.S1.A1 A377699	Use the Professional Learning Communities to foster the growth mindset in our teachers and students...	King, Emily	8/10/2017	There will be a decreased failure rate in core classes and an increase in student grade point averages.	5/25/2018 biweekly
G1.B1.S1.A2 A377700	Purchase advanced technology and flexible seating in all classrooms in order to increase student...	Touchstone, Laura	8/10/2017	Through student engagement, we will see a decreased failure rate in core classes and an increase in student grade point averages.	5/25/2018 annually
G2.B2.S1.MA1 M408848	PLC Leaders will share their data monthly.	Touchstone, Laura	8/18/2017	Increase in Power Standard CFA pre and post-test data. Evidence of lessons that respond to areas of needed improvement.	5/25/2018 monthly
G2.B2.S1.MA1 M408849	Meet with PLCs and PLC Leaders	King, Emily	8/10/2017	Increase in Power Standard CFA pre and post-test data.	5/25/2018 biweekly
G2.B2.S1.A1 A377706	Use Common Formative Assessment data to establish intervention/enrichment during SOAR.	King, Emily	8/10/2017	Increase in Power Standard CFA pre and post-test data.	5/25/2018 daily
G3.B1.S1.MA1 M408851	Data will be collected by PLCs for their power standard achievement, Instructional coach will...	Touchstone, Laura	8/10/2017	Results of summative assessments in all subject areas, PMRN data quarterly, and SAE's.	5/25/2018 biweekly
G3.B1.S1.MA1 M408852	Instructional Coach will conduct CWTs and will implement the coaching cycle to monitor the PLC's...	King, Emily	8/10/2017	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	5/25/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				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 with particular teachers and lessons that may have areas that need improvement 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.	
G3.B1.S1.A1  A377710	Using CWT data, PD will be created and presented to assist teachers in understanding and...	Jordan, Latasha	8/10/2017	Classroom Walk throughs to develop further PD as needed	5/25/2018 every-3-weeks
G3.B4.S1.MA1  M408855	Conferring during PLC meetings	King, Emily	11/1/2017	Data and growth from each teacher and student by student	5/25/2018 one-time
G3.B4.S1.MA1  M408856	Reports will be pulled from ALEKS	King, Emily	11/1/2017	Data from reports from each teacher and student by student	5/25/2018 one-time
G3.B4.S1.A1  A377712	ALEKS is technology to assist algebra teachers in assessing and achieving mastery of standards	Touchstone, Laura	11/1/2017	Data collection from ALEKS	5/25/2018 one-time
G3.B3.S1.MA1  M408853	To increase the quality of instruction	Touchstone, Laura	10/31/2017	Classroom walkthrough data and common formative assessments	5/31/2018 one-time
G1.B1.S1.A3  A377701	Capturing Kids' Hearts training will be used to foster and build student-teacher relationships.	Freeman, Bryan	6/1/2018	Attendance sign in from PD and implementation of CKH strategies	7/31/2018 one-time
G3.B3.S1.MA1  M408854	Denny Wilson will verify with the school that the position is filled.	Touchstone, Laura	10/31/2017	Skyward payroll records	7/31/2018 one-time
G3.B3.S1.A1  A377711	Hire a math coach.	Touchstone, Laura	10/31/2017	Skyward payroll records	7/31/2018 one-time
G2.B2.S2.A1  A377707	Hire an ESOL co-teacher to support ELL population in all core subject areas.	Touchstone, Laura	9/1/2017	Skyward payroll will ensure they are hired and paid.	8/31/2018 one-time
G2.B2.S2.A2  A377708	Hire a math teacher to decrease Algebra 1 class size.	Touchstone, Laura	9/1/2017	Skyward payroll will ensure they are hired and paid.	8/31/2018 one-time
G2.B2.S2.A3  A377709	Hire a part time teacher assistant for support of EWS students.	Touchstone, Laura	9/1/2017	Skyward payroll will ensure they are hired and paid.	8/31/2018 one-time

V. Professional Development Opportunities

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

G1. Increase student engagement in all core areas in order to decrease the failure rate in core content classes.

G1.B1 Mindset of teachers

G1.B1.S1 We are working to transition our teachers' mindset from a fixed mindset to a growth mindset. This includes establishing grading practices that reflect mastery of grade level standards, embracing technology through Vision 2020, creating and maintaining student-teacher relationships, and creating a student centered classroom to include flexible seating.

PD Opportunity 1

Use the Professional Learning Communities to foster the growth mindset in our teachers and students with increased PD and standards focused collaborative student centered projects across the curriculum.

Facilitator

Solution Tree

Participants

All PFHS teachers

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

PD Opportunity 2

Capturing Kids' Hearts training will be used to foster and build student-teacher relationships.

Facilitator

The Flippen Group

Participants

All PFHS teachers

Schedule

On 7/31/2018

G3. Increase data driven instruction to ensure all students are assessed on grade level standards.

G3.B1 Knowledge of unpacking standards

G3.B1.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 is 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

Every 3 Weeks, from 8/10/2017 to 5/25/2018

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	Use the Professional Learning Communities to foster the growth mindset in our teachers and students with increased PD and standards focused collaborative student centered projects across the curriculum.				\$108,742.59
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0862 - Pine Forest High School	UniSIG	1.0	\$26,197.02
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A4. Solution Tree consultant to focus on Professional Learning Communities, Common Formative and Summative Assessments, and Standards Based instruction and grading. Vendor Cost--> \$26197.02"			
	6400	730-Dues and Fees	0862 - Pine Forest High School	UniSIG	1.0	\$39,910.00
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A4. Registration cost for 90 teachers to attend the Professional Learning Communities at Work Hybrid Conference in state (\$443.44 x 90 teachers = \$39,910.00)"			
	6400	120-Classroom Teachers	0862 - Pine Forest High School	UniSIG	1.0	\$36,450.00
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A4. Extra Pay for 90 teachers to participate in, outside of contracted work hours, the Professional Learning Communities at work Training (\$15/hour x 90 teachers x 27 hours = \$36,450.00)-->Salary"			
	6400	220-Social Security	0862 - Pine Forest High School	UniSIG	1.0	\$2,788.43
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A4. Extra Pay for 90 teachers to participate in, outside of contracted work hours, the Professional Learning Communities at work Training (\$15/hour x 90 teachers x 27 hours x .0765 = \$2788.43)-->Soc. Security"			
	6400	210-Retirement	0862 - Pine Forest High School	UniSIG	1.0	\$2,886.84
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A4. Extra Pay for 90 teachers to participate in, outside of contracted work hours, the Professional Learning Communities at work Training (\$15/hour x 90 teachers x 27 hours x .0792 = \$2886.84)-->Retirement"			
	6400	240-Workers Compensation	0862 - Pine Forest High School	UniSIG	1.0	\$510.30
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A4. Extra Pay for 90 teachers to participate in, outside of contracted work hours, the Professional Learning Communities at work Training (\$15/hour x 90 teachers x 27 hours x .014 = \$359.10)-->Workers' Comp."			
2	G1.B1.S1.A2	Purchase advanced technology and flexible seating in all classrooms in order to increase student engagement, decrease failure rate in core classes, and increase student GPA.				\$207,896.72
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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	5100	644-Computer Hardware Non-Capitalized	0862 - Pine Forest High School	UniSIG	1.0	\$74,941.15
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A2. Correlated to DIAP GOAL G2.B4.S1.A1. 71 Macbook Air x \$896.89 each-->\$63,679.15 3 Macminis x \$500.00 each-->\$1500.00 6 Wacom tablets x \$100.00 each-->\$600.00 8 Ipad Pros x \$779.00 each-->\$6232.00 8 iPad Airs x \$300.00 each-->\$2400.00 2 Elmo tablets x \$265.00 each-->\$530.00"			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0862 - Pine Forest High School	UniSIG	1.0	\$54,984.14
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A2. Correlated to DIAP GOAL G2.B3.S1.A1. We will be purchasing flexible seating for a collaborative classroom environment...: 360 Hexagon collaborative desks x \$107.99 each--> \$38,876.40 12 Activity tables with whiteboard tops x \$203.58 each-->\$2442.96 168 Shape Series Chairs x 34.67 each--> \$5,824.56 ...as well as increase STEM activities and collaboration within the Innovation Center. 1 SMART Board 6000 Series--> \$4529.41 2 SMITH SYSTEMâ„¢ Interchange Multimedia Table with Power - Large x \$1437.64 each--> \$2875.28 2 SMITH SYSTEMâ„¢ Interchange Large Monitor Mount x \$483.24 each-->\$966.48 8 30" Metal Indoor/Outdoor Backless Stool x \$80.95 each--> \$647.60 4 Adjustable Cafe Table x \$220.25 each-->\$881.00 7 Muzo KiteÂ® 750 Series Mobile Tables Kite 750 Series Mobile Table Rectangle 29" x 60" x 30" x \$763.59--> \$5345.14 "			
	5100	510-Supplies	0862 - Pine Forest High School	UniSIG	1.0	\$10,962.72
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A2. Correlated to DIAP GOAL G2.B4.S1.A1. 1 Amazon Echo-->\$99.00 5 iPad Pro pencil x \$100.00 each-->\$500.00 60 TI-84 Calculators x \$119.68 each-->\$7,180.52 10 Calculator charging cradles x 72.90 each-->\$729.00 5 digital cameras x \$490.84 each--> \$2454.20 "			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0862 - Pine Forest High School	UniSIG	1.0	\$11,399.00
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A2. Correlated to DIAP GOAL G2.B4.S1.A1. 2 MacPros x \$3000.00 each-->\$6000.00 1 Apple Macbook with touchbar-->\$2249.00 3 iMacs x \$1050.00 each-->\$3150.00"			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0862 - Pine Forest High School	UniSIG	1.0	\$7,404.69
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A2. Correlated to DIAP GOAL G2.B4.S1.A1. Increase STEM activities and collaboration within the Innovation Center. 1 SMART Board 6000 Series \$4529.41 2 SMITH SYSTEMâ„¢ Interchange Multimedia Table with Power - Large x \$1437.64 each-->\$2875.28 "			
	5100	641-Furniture, Fixtures and Equipment Capitalized	0862 - Pine Forest High School	UniSIG	1.0	\$25,187.40
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A2. Correlated to DIAP GOAL G2.B3.S1.A1. 14 Moving Minds Premium Active classroom flexible seating packs to include ball chairs, active seat cushions, core wobble chairs, Ergo seats, double standing desks x \$1799.10 each-->\$25,187.40"			
	5100	641-Furniture, Fixtures and Equipment Capitalized	0862 - Pine Forest High School	UniSIG	1.0	\$19,778.62
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A2. Correlated to DIAP GOAL G2.B3.S1.A1. Increase STEM activities and collaboration within the Innovation Center. 1 Alon Lounge Seating - Inward Curve, 4 Piece Set \$1471.01 1 Alon Lounge Seating - Snake, 1 10-Piece Set-->\$3119.53 5 Russwood STEM Station x \$3,037.62 -->\$15,188.08 "			
	5100	641-Furniture, Fixtures and Equipment Capitalized	0862 - Pine Forest High School	UniSIG	1.0	\$1,367.00
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A2. Correlated to DIAP GOAL G2.B4.S1.A1. classroom voice amplification unit: 1 light speed access speaker-->\$1367.00 "			

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	5100	644-Computer Hardware Non-Capitalized	0862 - Pine Forest High School	UniSIG	1.0	\$1,872.00
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A2. Correlated to DIAP GOAL G2.B4.S1.A1. 3 document cameras (\$624.00 x 3)-->\$1872.00"			
3	G1.B1.S1.A3	Capturing Kids' Hearts training will be used to foster and build student-teacher relationships.				\$34,137.05
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0862 - Pine Forest High School	UniSIG	1.0	\$6,750.00
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A3. Correlated to DIAP GOAL G1.B3.S2.A1. Hourly Extra pay to for teachers to attend Capturing Kids' Hearts training outside of their contracted work hours (\$15/day x 2 days x 9 hours x 25 teachers = \$6750.00)-->Salary"			
	6400	310-Professional and Technical Services	0862 - Pine Forest High School	UniSIG	1.0	\$23,000.00
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A3. Correlated to DIAP GOAL G1.B3.S2.A1. Vendor cost to deliver Capturing Kids' Hearts training to staff members-->\$23,000.00"			
	6400	220-Social Security	0862 - Pine Forest High School	UniSIG	1.0	\$516.38
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A3. Correlated to DIAP GOAL G1.B3.S2.A1. Hourly Extra pay to for teachers to attend Capturing Kids' Hearts training outside of their contracted work hours (\$15/day x 2 days x 9 hours x 25 teachers x .0765 = \$516.38)-->Soc. Security"			
	6400	240-Workers Compensation	0862 - Pine Forest High School	UniSIG	1.0	\$94.50
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A3. Correlated to DIAP GOAL G1.B3.S2.A1. Hourly Extra pay to for teachers to attend Capturing Kids' Hearts training outside of their contracted work hours (\$15/day x 2 days x 9 hours x 25 teachers x .014 = \$94.50)-->Workers' Comp"			
	6400	210-Retirement	0862 - Pine Forest High School	UniSIG	1.0	\$534.60
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A3. Correlated to DIAP GOAL G1.B3.S2.A1. Hourly Extra pay to for teachers to attend Capturing Kids' Hearts training outside of their contracted work hours (\$15/day x 2 days x 9 hours x 25 teachers x .0792 = \$534.60)-->Retirement"			
	6400	160-Other Support Personnel	0862 - Pine Forest High School	UniSIG	1.0	\$554.28
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A3. Correlated to DIAP GOAL G1.B3.S2.A1. Hourly Extra pay to for ESP's to attend Capturing Kids' Hearts training outside of their contracted work hours 3 other support personnel (\$10.26/hour x 9 hours x 2 days x 3 ESPs = \$554.28)-->Salary"			
	6400	220-Social Security	0862 - Pine Forest High School	UniSIG	1.0	\$42.40
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A3. Correlated to DIAP GOAL G1.B3.S2.A1. Hourly Extra pay to for ESP's to attend Capturing Kids' Hearts training outside of their contracted work hours 3 other support personnel (\$10.26/hour x 9 hours x 2 days x 3 ESPs x .0765 = \$42.40)-->Soc. Security"			
	6400	240-Workers Compensation	0862 - Pine Forest High School	UniSIG	1.0	\$7.62
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A3. Correlated to DIAP GOAL G1.B3.S2.A1. Hourly Extra pay to for ESP's to attend Capturing Kids' Hearts training			

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			outside of their contracted work hours 3 other support personnel (\$10.26/hour x 9 hours x 2 days x 3 ESPs x .014 = \$7.62)-->Workers comp"			
	6400	210-Retirement	0862 - Pine Forest High School	UniSIG	1.0	\$43.90
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A3. Correlated to DIAP GOAL G1.B3.S2.A1. Hourly Extra pay to for ESP's to attend Capturing Kids' Hearts training outside of their contracted work hours 3 other support personnel (\$10.26/hour x 9 hours x 2 days x 3 ESPs x .0792 = \$43.90)-->Retirement"			
	6400	150-Aides	0862 - Pine Forest High School	UniSIG	1.0	\$2,217.12
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A3. Correlated to DIAP GOAL G1.B3.S2.A1. Hourly Extra pay to for ESP's to attend Capturing Kids' Hearts training outside of their contracted work hours for 12 aides (\$10.26/hour x 9 hours x 2 days x 12 ESPs = \$2217.12)-->Salary"			
	6400	220-Social Security	0862 - Pine Forest High School	UniSIG	1.0	\$169.61
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A3. Correlated to DIAP GOAL G1.B3.S2.A1. Hourly Extra pay to for ESP's to attend Capturing Kids' Hearts training outside of their contracted work hours for 12 aides (\$10.26/hour x 9 hours x 2 days x 12 ESPs x .0765 = \$169.61)-->Social Security"			
	6400	210-Retirement	0862 - Pine Forest High School	UniSIG	1.0	\$175.60
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A3. Correlated to DIAP GOAL G1.B3.S2.A1. Hourly Extra pay to for ESP's to attend Capturing Kids' Hearts training outside of their contracted work hours for 12 aides (\$10.26/hour x 9 hours x 2 days x 12 ESPs x .0792 = \$175.60)-->retirement"			
	6400	240-Workers Compensation	0862 - Pine Forest High School	UniSIG	1.0	\$31.04
			Notes: "HS Pine Forest SIP GOAL G1.B1.S1.A3. Correlated to DIAP GOAL G1.B3.S2.A1. Hourly Extra pay to for ESP's to attend Capturing Kids' Hearts training outside of their contracted work hours for 12 aides (\$10.26/hour x 9 hours x 2 days x 12 x .014 = \$31.04)-->Workers comp"			
4	G1.B2.S1.A1	We will purchase microscopes for science courses.				\$30,044.49
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0862 - Pine Forest High School	UniSIG	1.0	\$30,044.49
			Notes: "HS Pine Forest SIP GOAL G1.B2.S1.A1. Correlated to DIAP GOAL G2.B4.S1.A1. 24 Richter Optica S6 Stereo Zoom Microscope 14x-90x \$13,656.00 36 Richter Optica HS-1M Student Microscope \$8699.49 11 Richter Optica UX-1 Binocular Plan Achro Microscope \$7689.00"			
5	G1.B3.S1.A1	To purchase current technology for classrooms				\$0.00
6	G2.B2.S1.A1	Use Common Formative Assessment data to establish intervention/enrichment during SOAR.				\$0.00
7	G2.B2.S2.A1	Hire an ESOL co-teacher to support ELL population in all core subject areas.				\$63,536.20
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	220-Social Security	0862 - Pine Forest High School	UniSIG	1.0	\$3,680.00
			Notes: "HS Pine Forest SIP GOAL G2.B2.S2.A1. Correlated to DIAP GOAL G1.B5.S1.A1. This is for the hiring of the ESOL co-teacher. (\$48108.00 x .0765 = \$3680.00)-->Soc. Sec. "			

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	5100	240-Workers Compensation	0862 - Pine Forest High School	UniSIG	1.0	\$577.00
			Notes: "HS Pine Forest SIP GOAL G2.B2.S2.A1. Correlated to DIAP GOAL G1.B5.S1.A1. This is for the hiring of the ESOL co-teacher. (\$48108.00 x .014 = \$673.51)-->Workers' Comp. "			
	5100	210-Retirement	0862 - Pine Forest High School	UniSIG	1.0	\$3,618.00
			Notes: "HS Pine Forest SIP GOAL G2.B2.S2.A1. Correlated to DIAP GOAL G1.B5.S1.A1. This is for the hiring of the ESOL co-teacher. (\$48108.00 x .0792 = \$3810.15)-->Retirement "			
	5100	120-Classroom Teachers	0862 - Pine Forest High School	UniSIG	1.0	\$48,108.00
			Notes: "HS Pine Forest SIP GOAL G2.B2.S2.A1. Correlated to DIAP GOAL G1.B5.S1.A1. This is for the hiring of the ESOL co-teacher. (\$48108.00 x 1)-->Salary "			
	5100	231-Health and Hospitalization	0862 - Pine Forest High School	UniSIG	1.0	\$6,825.00
			Notes: "HS Pine Forest SIP GOAL G2.B2.S2.A1. Correlated to DIAP GOAL G1.B5.S1.A1. This is for the hiring of the ESOL co-teacher.-->Health Ins. "			
	5100	232-Life Insurance	0862 - Pine Forest High School	UniSIG	1.0	\$122.00
			Notes: "HS Pine Forest SIP GOAL G2.B2.S2.A1. Correlated to DIAP GOAL G1.B5.S1.A1. This is for the hiring of the ESOL co-teacher.-->Life Ins. "			
	5100	239-Other	0862 - Pine Forest High School	UniSIG	1.0	\$170.00
			Notes: "HS Pine Forest SIP GOAL G2.B2.S2.A1. Correlated to DIAP GOAL G1.B5.S1.A1. ""This is for the hiring of the ESOL co-teacher. -->Dental"" "			
	6400	750-Other Personal Services	0862 - Pine Forest High School	UniSIG	1.0	\$400.00
			Notes: "HS Pine Forest SIP GOAL G2.B2.S2.A1. Correlated to DIAP GOAL G1.B5.S1.A1. 5 substitute days for ESOL Teacher to attend PD. (\$80/day x 5 days = \$400.00)-->Sub Salary "			
	5100	220-Social Security	0862 - Pine Forest High School	UniSIG	1.0	\$30.60
			Notes: "HS Pine Forest SIP GOAL G2.B2.S2.A1. Correlated to DIAP GOAL G1.B5.S1.A1. 5 substitute days for ESOL Teacher to attend PD. (\$80/day x 5 days x .0765 = \$30.60)-->Sub Social Sec. "			
	5100	240-Workers Compensation	0862 - Pine Forest High School	UniSIG	1.0	\$5.60
			Notes: "HS Pine Forest SIP GOAL G2.B2.S2.A1. Correlated to DIAP GOAL G1.B5.S1.A1. 5 substitute days for ESOL Teacher to attend PD. (\$80/day x 5 days x .014 = \$5.60)-->Sub Workers' Comp. "			
8	G2.B2.S2.A2	Hire a math teacher to decrease Algebra 1 class size.				\$46,183.17
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0862 - Pine Forest High School	UniSIG	1.0	\$39,110.00
			Notes: "HS Pine Forest SIP GOAL G2.B2.S2.A2. Correlated to DIAP GOAL G1.B5.S1.A1. Hire a supplemental math teacher. (\$39110 x 1)-->Salary"			
	5100	210-Retirement	0862 - Pine Forest High School	UniSIG	1.0	\$3,097.51

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			Notes: "HS Pine Forest SIP GOAL G2.B2.S2.A2. Correlated to DIAP GOAL G1.B5.S1.A1. Hire a supplemental math teacher. (\$39110 x .0792 = \$3097.51)-->Retirement"			
	5100	220-Social Security	0862 - Pine Forest High School	UniSIG	1.0	\$2,991.92
			Notes: "HS Pine Forest SIP GOAL G2.B2.S2.A2. Correlated to DIAP GOAL G1.B5.S1.A1. Hire a supplemental math teacher. (\$39110 x .0765 = \$2991.92)-->FICA/ Social Security"			
	5100	240-Workers Compensation	0862 - Pine Forest High School	UniSIG	1.0	\$547.54
			Notes: "HS Pine Forest SIP GOAL G2.B2.S2.A2. Correlated to DIAP GOAL G1.B5.S1.A1. Hire a supplemental math teacher. (\$39110 x .014 = \$547.54)-->Workers' Comp."			
	6400	750-Other Personal Services	0862 - Pine Forest High School	UniSIG	1.0	\$400.00
			Notes: "HS Pine Forest SIP GOAL G2.B2.S2.A2. Correlated to DIAP GOAL G1.B5.S1.A1. Sub pay to allow the hired, supplemental math teacher to attend PD/sick days (\$80.00 per day x 5 days)-->Salary"			
	5100	220-Social Security	0862 - Pine Forest High School	UniSIG	1.0	\$30.60
			Notes: "HS Pine Forest SIP GOAL G2.B2.S2.A2. Correlated to DIAP GOAL G1.B5.S1.A1. Sub pay to allow the hired, supplemental math teacher to attend PD/sick days (\$80.00 per day x 5 days x .0765)-->Soc. Sec."			
	5100	240-Workers Compensation	0862 - Pine Forest High School	UniSIG	1.0	\$5.60
			Notes: "HS Pine Forest SIP GOAL G2.B2.S2.A2. Correlated to DIAP GOAL G1.B5.S1.A1. Sub pay to allow the hired, supplemental math teacher to attend PD/sick days (\$80.00 per day x 5 days x .014)-->Workers' Comp."			
9	G2.B2.S2.A3	Hire a part time teacher assistant for support of EWS students.				\$8,795.26
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0862 - Pine Forest High School	UniSIG	0.5	\$7,503.00
			Notes: "HS Pine Forest SIP GOAL G2.B2.S2.A3. Correlated to DIAP GOAL G1.B5.S1.A1. To hire a teacher assistant. Half of the salary will be paid through Title One and the other half will be paid through UniSIG. (15006.00 x .5)-->Salary "			
	5100	210-Retirement	0862 - Pine Forest High School	UniSIG	0.5	\$594.24
			Notes: "HS Pine Forest SIP GOAL G2.B2.S2.A3. Correlated to DIAP GOAL G1.B5.S1.A1. To hire a teacher assistant. Half will be paid through Title One and the other half will be paid through UniSIG. (15006.00 x .5 x .0792) -->Retirement "			
	5100	220-Social Security	0862 - Pine Forest High School	UniSIG	0.5	\$573.98
			Notes: "HS Pine Forest SIP GOAL G2.B2.S2.A3. Correlated to DIAP GOAL G1.B5.S1.A1. To hire a teacher assistant. Half will be paid through Title One and the other half will be paid through UniSIG. (15006.00 x .5 x .0765) -->Soc. Sec "			
	5100	232-Life Insurance	0862 - Pine Forest High School	UniSIG	0.5	\$19.00
			Notes: "HS Pine Forest SIP GOAL G2.B2.S2.A3. Correlated to DIAP GOAL G1.B5.S1.A1. To hire a teacher assistant. UniSIG will pay for all of life.-->Life Ins. "			
	5100	240-Workers Compensation	0862 - Pine Forest High School	UniSIG	0.5	\$105.04

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		Notes: "HS Pine Forest SIP GOAL G2.B2.S2.A3. Correlated to DIAP GOAL G1.B5.S1.A1. To hire a teacher assistant. Half will be paid through Title One and the other half will be paid through UniSIG. (15006.00 x .5 x .014)-->Workers' Comp "				
10	G3.B1.S1.A1	Using CWT data, PD will be created and presented to assist teachers in understanding and implementing standard based instruction for all students.				\$86,824.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	330-Travel	0862 - Pine Forest High School	Other		\$3,000.00
		Notes: SAI				
	6400	120-Classroom Teachers	0862 - Pine Forest High School	Other		\$10,000.00
		Notes: SAI				
	6400	330-Travel	0862 - Pine Forest High School	Other		\$10,000.00
		Notes: SAI				
	6400	120-Classroom Teachers	0862 - Pine Forest High School	Title I, Part A		\$18,400.00
	6400	140-Substitute Teachers	0862 - Pine Forest High School	Title, I Part A		\$36,400.00
	6400	330-Travel	0862 - Pine Forest High School	Title, I Part A		\$9,024.00
11	G3.B3.S1.A1	Hire a math coach.				\$63,152.92
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0862 - Pine Forest High School	UniSIG	1.0	\$47,907.00
		Notes: "HS Pine Forest SIP GOAL G3.B3.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A2. To hire a full-time supplemental math coach to impact standards-based math instruction. This position is above and beyond the district obligation under the FEFP. (\$47907.00 x 1)-->Salary "				
	6400	210-Retirement	0862 - Pine Forest High School	UniSIG	1.0	\$3,794.33
		Notes: "HS Pine Forest SIP GOAL G3.B3.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A2. To hire a full-time supplemental math coach to impact standards-based math instruction. This position is above and beyond the district obligation under the FEFP. (\$47907.00 x .0792 = \$3794.33)-->Retirement"				
	6400	220-Social Security	0862 - Pine Forest High School	UniSIG	1.0	\$3,664.89
		Notes: "HS Pine Forest SIP GOAL G3.B3.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A2. To hire a full-time supplemental math coach to impact standards-based math instruction. This position is above and beyond the district obligation under the FEFP. (\$47907.00 x .0765 = \$3664.89)-->Soc. Sec."				
	6400	231-Health and Hospitalization	0862 - Pine Forest High School	UniSIG	1.0	\$6,825.00
		Notes: "HS Pine Forest SIP GOAL G3.B3.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A2. To hire a full-time supplemental math coach to impact standards-based math instruction. This position is above and beyond the district obligation under the FEFP.-->Health Ins."				

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	6400	232-Life Insurance	0862 - Pine Forest High School	UniSIG	1.0	\$121.00
			Notes: "HS Pine Forest SIP GOAL G3.B3.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A2. To hire a full-time supplemental math coach to impact standards-based math instruction. This position is above and beyond the district obligation under the FEFP.-->Life Ins."			
	6400	239-Other	0862 - Pine Forest High School	UniSIG	1.0	\$170.00
			Notes: "HS Pine Forest SIP GOAL G3.B3.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A2. To hire a full-time supplemental math coach to impact standards-based math instruction. This position is above and beyond the district obligation under the FEFP.-->Dental"			
	6400	240-Workers Compensation	0862 - Pine Forest High School	UniSIG	1.0	\$670.70
			Notes: "HS Pine Forest SIP GOAL G3.B3.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A2. To hire a full-time supplemental math coach to impact standards-based math instruction. This position is above and beyond the district obligation under the FEFP. (\$47907.00 x .0792 x .014 = \$670.70)-->Workers' Comp."			
12	G3.B4.S1.A1	ALEKS is technology to assist algebra teachers in assessing and achieving mastery of standards				\$28,350.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	690-Computer Software	0862 - Pine Forest High School	UniSIG	1.0	\$28,350.00
			Notes: "HS Pine Forest SIP GOAL G3.B4.S1.A1. Correlated to DIAP GOAL G2.B2.S1.A1. Purchase ALEKS, an subscription based diagnostic online tool for Algebra teachers to differentiate lessons and remediation teacher by teacher and student by student on a per student cost basis (\$63.00 x 450 students = \$28,350)"			
					Total:	\$677,662.40