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Pine Forest High School

2500 LONGLEAF DR, Pensacola, FL 32526

www.escambiaschools.org

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2017-18 Title I School</p> <p>Yes</p>	<p>2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>93%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>67%</p>

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	D	D	C*

School Board Approval

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

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

Name	Title
Touchstone, Laura	Principal
Teasley, Shanae	Dean
King, Emily	Instructional Coach
Jordan, Latasha	Assistant Principal
Gehrke, Shannon	Teacher, K-12
Johnson, Janet	Teacher, K-12
Brough, Michelle	Teacher, K-12
Price, Jessica	Teacher, K-12
Cuson, Katelyn	Teacher, K-12
Gray, Ronald	Teacher, K-12
Travis, Tanaka	Teacher, ESE
Boddy, Dana	Instructional Coach
Osborn, Nathlee	Teacher, K-12
Archibald, Stirling	Teacher, K-12
Burt, Edgar	Teacher, K-12
Bolling, Rodney	Teacher, K-12
Edwards, Stephanie	School Counselor

Duties

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) meet 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 and Behavior (RtIB) 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.

Early Warning Systems

Year 2017-18

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	34	28	21	18	101
One or more suspensions	0	0	0	0	0	0	0	0	0	42	31	13	5	91
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	13	56	34	16	119
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	258	308	155	21	742

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	359	212	174	89	834

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	38	51	42	1	132
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected
Thursday 8/16/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

For the 2017-2018 school year, our lowest component was 10th grade ELA with 29% of our students scoring proficient in this area. This was a decrease in 8% from the previous school year. This is not a trend in this area, but we are recognizing it as a trend with this cohort.

Which data component showed the greatest decline from prior year?

For the 2017-2018 school year, our greatest decline was on the biology EOC as we we lost 11 points from the prior year.

Which data component had the biggest gap when compared to the state average?

The component that had the biggest gap compared to the state average was the Algebra EOC. Though we increased this area by 10 points, we were 33% off the state average and 22% off the district average.

Which data component showed the most improvement? Is this a trend?

We saw the highest increase in the algebra EOC with a 10% increase. This is not a trend for us in this area.

Describe the actions or changes that led to the improvement in this area.

For our algebra students, we researched the individual students prior math test scores and their grades in the their 8th grade math courses for proper placement. We also hired a math coach to help implement and maintain rigor and appropriate pacing for all out students, despite level of math knowledge.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	31%	52%	56%	34%	46%	52%
ELA Learning Gains	41%	51%	53%	38%	45%	46%
ELA Lowest 25th Percentile	38%	40%	44%	29%	33%	38%
Math Achievement	33%	44%	51%	25%	36%	43%
Math Learning Gains	46%	51%	48%	31%	38%	39%
Math Lowest 25th Percentile	43%	40%	45%	31%	37%	38%
Science Achievement	38%	60%	67%	50%	64%	65%
Social Studies Achievement	52%	69%	71%	39%	63%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	34 (38)	28 (31)	21 (29)	18 (23)	101 (121)
One or more suspensions	42 (57)	31 (36)	13 (17)	5 (8)	91 (118)
Course failure in ELA or Math	13 (54)	56 (96)	34 (88)	16 (50)	119 (288)
Level 1 on statewide assessment	258 (462)	308 (212)	155 (150)	21 (116)	742 (940)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	33%	49%	-16%	53%	-20%
	2017	30%	46%	-16%	52%	-22%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		3%				
Cohort Comparison						
10	2018	29%	49%	-20%	53%	-24%
	2017	37%	47%	-10%	50%	-13%
Same Grade Comparison		-8%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	38%	57%	-19%	65%	-27%
2017	47%	58%	-11%	63%	-16%
Compare		-9%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	53%	65%	-12%	68%	-15%
2017	47%	59%	-12%	67%	-20%
Compare		6%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	29%	51%	-22%	62%	-33%
2017	19%	51%	-32%	60%	-41%
Compare		10%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	34%	48%	-14%	56%	-22%
2017	26%	43%	-17%	53%	-27%
Compare		8%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	42	43	19	40	41	25	34		60	21
ELL	10	43		70						75	25
ASN	35	63		73				73		100	65
BLK	19	36	41	20	34	34	26	35		76	38
HSP	42	39		50	52		53	69		73	27
MUL	45	42		41	46		41	62		67	50
WHT	47	49	32	45	60	70	53	71		76	58
FRL	29	41	34	31	46	36	33	47		75	39
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	28	25	11	26	35	24	21		69	18
ELL				20	41	36					
ASN	71	42		56	61		92			67	
BLK	20	35	31	13	26	29	31	30		70	32
HSP	46	41	21	25	24	20	67	65		82	43
MUL	39	44		23	39		67	74		81	52
WHT	47	46	35	34	34	19	61	66		68	61
FRL	28	37	30	20	28	28	41	41		66	39

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Increase student engagement in all core areas in order to decrease the failure rate in core content classes.
Rationale	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, and creating a student centered classroom to include flexible seating.
Intended Outcome	Course failure rates will decline as student engagement increases through the use of advanced technology and flexible seating. Individual student grades will be Standards Based.
Point Person	Laura Touchstone (ltouchstone@ecsdfi.us)
Action Step	
Description	Use the Professional Learning Communities to foster the growth mindset in our teachers and students and Implement advanced technology and flexible seating in all classrooms. We are beginning to implement Standards Based Grading in all courses.
Person Responsible	Laura Touchstone (ltouchstone@ecsdfi.us)
Plan to Monitor Effectiveness	
Description	Course failure data and grade point averages will be pulled and observed through Focus. Bi-Monthly meetings will be held with the PLC facilitators to ensure that standards based grading is implemented.
Person Responsible	Laura Touchstone (ltouchstone@ecsdfi.us)
Activity #2	
Title	Increase student achievement.
Rationale	To differentiate instruction student by student, standard by standard during SOAR.
Intended Outcome	Increase student achievement in all areas with a focus on our lowest quartile students. Increase AP scores. Increase CTE certifications. Increase Dual Enrollment Proficiency.
Point Person	Laura Touchstone (ltouchstone@ecsdfi.us)
Action Step	
Description	Use Common Formative Assessment data to establish intervention/enrichment during SOAR.
Person Responsible	Laura Touchstone (ltouchstone@ecsdfi.us)
Plan to Monitor Effectiveness	
Description	Meet with PLCs and PLC Facilitators to share their monthly data.
Person Responsible	Laura Touchstone (ltouchstone@ecsdfi.us)

Activity #3

Title	Increase data driven instruction to ensure all students are assessed on grade level standards.
Rationale	Teachers will gain competency in their standards knowledge which will ensure that they are teaching with rigor and at the appropriate level to achieve mastery.
Intended Outcome	Teachers within their PLC's will create and administer CFA. The CFA data will be used to provide targeted intervention through SOAR.
Point Person	Laura Touchstone (ltouchstone@ecsdfl.us)

Action Step

Description	PLC's will unwrap standards in order to create learning targets and CFA's to implement standards based grading.
Person Responsible	Laura Touchstone (ltouchstone@ecsdfl.us)

Plan to Monitor Effectiveness

Description	Data will be collected from each PLC 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. Aspects of the data will be shared with faculty during PLC facilitator meetings. SOAR data within PLC's will be shared weekly and will be transparent in order for the team to make adjustments to lessons, strategies, and interventions.
Person Responsible	Laura Touchstone (ltouchstone@ecsdfl.us)

Part IV: Title I Requirements

Additional Title I Requirements

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

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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 enhancing student achievement. 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.

PFEP Link

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

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 meets the social-emotional needs of its students by providing several types of counseling. We will have a full time mental health therapist on campus to assist students in need of mental health services. 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 ECHO Counselor provides individual and group counseling for alcohol and drug abuse, anger management, anxiety, depression, and stress management for all students.

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. Parents will be given ACT and SAT materials and books to assist them with college preparation.

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 "The 7 Habits of Highly Effective Teens" and receive a copy of this book. This helps to ensure that students are 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.

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 first priority is to ensure that we are properly staffed with our teachers. We will look at student data to determine what is working and what is not and we look at the federal, state and local dollars to supplement our school's needs based on this data. The principal is the person responsible implementing strategies and resources of the highest impact. The School Advisory Counsel Members provide input related to the School Improvement Plan and the SIP determines how resources are applied.

Title I Funds - Monies allocated for Title I will be distributed in following areas of concentration:
1.0 Instructional Coach, 1.0 Math Coach, 0.10 Social Studies Coach, .2 Gifted Teacher, 1.0 Teacher Assistant
PLC planning day substitutes
Parental Involvement
Professional Development
Instructional Materials/Academic Programs
Technology
Extra Pay for Summer Training for teachers
Extra Pay for Summer PLC planning
UWF Writing Lab Instructor (UWF college student)

Supplemental Academic Instructional (SAI) funds will be distributed in the following areas of concentration:

Professional Development
Instructional Materials/Academic Programs

Extra Pay for Instructional Staff
PLC Planning Day Substitutes

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. 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.

Additionally, Pine Forest is in partnership 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, the Golden Apple Association sponsored by Wendy's restaurants, and The Early Learning Coalition.

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

The Cyber Security, Design Services, New Media, and Robotics Academies are supported by local business and community leaders through their participation in individual advisory councils.

Part V: Budget

Total:	\$0.00
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