

Escambia County School District

Pine Forest High School



2019-20 Schoolwide Improvement Plan

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Pine Forest High School

2500 LONGLEAF DR, Pensacola, FL 32526

www.escambiaschools.org

Demographics

Principal: Deborah Ray

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (45%) 2017-18: C (44%) 2016-17: D (40%) 2015-16: D (40%) 2014-15: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	D	D

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<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	Job Duties and Responsibilities
Touchstone, Laura	Principal	
Teasley, Shanae	Dean	
Jordan, Latasha	Assistant Principal	
Gehrke, Shannon	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	
Mangum, Jeanell	Instructional Coach	
King, Emily	Assistant Principal	
Gardner, Maryjane	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	453	443	440	378	1714
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	133	124	103	78	438
One or more suspensions	0	0	0	0	0	0	0	0	0	0	122	142	116	81	461
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	31	87	61	23	202
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	241	195	218	148	802

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	154	159	149	88	550

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	0	32	45	33	0	110
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	32	29	34	11	106

FTE units allocated to school (total number of teacher units)

107

Date this data was collected or last updated

Monday 8/19/2019

Prior Year - 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	0	34	28	21	18	101
One or more suspensions	0	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	0	13	56	34	16	119
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	258	308	155	21	742

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	359	212	174	89	834

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	359	212	174	89	834

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	33%	49%	56%	34%	48%	53%
ELA Learning Gains	39%	47%	51%	40%	45%	49%
ELA Lowest 25th Percentile	28%	33%	42%	31%	33%	41%
Math Achievement	29%	42%	51%	23%	43%	49%
Math Learning Gains	48%	48%	48%	31%	41%	44%
Math Lowest 25th Percentile	47%	41%	45%	29%	33%	39%
Science Achievement	48%	59%	68%	48%	60%	65%
Social Studies Achievement	44%	62%	73%	48%	62%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	453 (0)	443 (0)	440 (0)	378 (0)	1714 (0)
Attendance below 90 percent	133 (34)	124 (28)	103 (21)	78 (18)	438 (101)
One or more suspensions	122 (42)	142 (31)	116 (13)	81 (5)	461 (91)
Course failure in ELA or Math	31 (13)	87 (56)	61 (34)	23 (16)	202 (119)
Level 1 on statewide assessment	241 (258)	195 (308)	218 (155)	148 (21)	802 (742)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	35%	48%	-13%	55%	-20%
	2018	33%	49%	-16%	53%	-20%
Same Grade Comparison		2%				
Cohort Comparison						
10	2019	30%	48%	-18%	53%	-23%
	2018	29%	49%	-20%	53%	-24%
Same Grade Comparison		1%				
Cohort Comparison		-3%				

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
2019	48%	58%	-10%	67%	-19%
2018	38%	57%	-19%	65%	-27%
Compare		10%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	44%	62%	-18%	70%	-26%
2018	53%	65%	-12%	68%	-15%
Compare		-9%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	37%	52%	-15%	61%	-24%
2018	29%	51%	-22%	62%	-33%
Compare		8%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	23%	47%	-24%	57%	-34%
2018	34%	48%	-14%	56%	-22%
Compare		-11%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	20	34	27	16	36	33	25	42		78	28
ELL	20	33		47	45			36			
ASN	58	70									
BLK	22	33	26	18	41	44	31	29		88	40
HSP	27	43	43	36	63	60	38	56		83	50
MUL	52	47		32	44		77	65		87	62
WHT	47	45	33	41	53	58	69	64		73	60
FRL	30	36	28	26	46	45	43	37		82	44
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	64
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

For the 2018-2019 school year, our lowest component was again the 10th grade ELA with 30% of our students scoring proficient in this area. Though it is still our lowest, it is an increase of 1% from the 2017-2018 school year. We are now recognizing this as a trend for this test and graduation requirement.

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

For the 2018-2019 school year, our greatest decline was the 9th grade geometry with only 58% of our students scoring proficient in this area. This was a decrease in 11% from the previous school year. As far as geometry, we saw a decrease in 10th and 11th grade as well. 10th grade was at 24% proficiency and had a 9% decrease from the previous year while 11th grade was at 8% proficiency

and had a 9% drop from the previous school year. We recognized the need for changes in staff for this area as well as structured coaching and assessment calibration to the state standards.

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

The component that had the biggest gap compared to the state average was the Social Studies Achievement from our U.S. History EOC scores. There was a 29 point gap between our proficiency (44%) and the state's average (73%). Of our three teachers in this areas, two had to be out for medical reasons during the school year.

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

We saw the highest increase in the Algebra EOC with a 29% increase. We also had the greatest increase in this area during the 2017-2018 school year. Again, we researched the individual students prior math scores to ensure proper placement in the math courses. The algebra teaching team also followed the Professional Learning Community process as well as built strong relationships with students. They looked at common formative assessment data student by student, standard by standard to ensure that all students were showing growth towards mastery of the standards.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

1. Attendance below 90%
2. Number of students scoring level 1 on statewide assessments

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

1. Increase Geometry proficiency
2. Continue to increase 10th grade ELA proficiency
3. Regain proficiency points on the US History EOC
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Students with Disabilities
Rationale	Based on the 2018-2019 Data Review Section II, the Students with disabilities sub section is an area that PFHS scored below 41% in the Federal Index at 34%.
State the measurable outcome the school plans to achieve	PFHS will increase the Students with Disabilities sub section by 8% for the 2019-2020 school year to be at 42%.
Person responsible for monitoring outcome	Laura Touchstone (ltouchstone@ecsdfl.us)
Evidence-based Strategy	Professional Learning Communities will create Common Formative and Summative assessments in order to regularly monitor students' growth towards mastery of course standards. SWD's IEP's will also be addressed with co-teachers who will assist in providing small group lessons, scaffolded lessons, and more detailed, sequenced, and guided instruction. Also, each PLC has a leader that will collect the data and share with school instructional coaches and administration in order to determine if different resources or strategies need to be provided.
Rationale for Evidence-based Strategy	PFHS is using standards based grading and we are in our fourth year as a PLC based school. Our teachers view and share data in order to collaborate so that they can adjust lessons and assessments in an ongoing manner to meet the needs of students that may not be showing progress in CFA's or CSA's. Using our daily remediation time, we are also able to target student by student, standard by standard to help increase this sub section with the targeted instruction this process creates.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will determine the students with disabilities for each class. 2. Teachers will track their accommodations. 3. Students will track their learning through targets for each standard. 4. Teachers will create common formative assessments and react to the data student by student and standard by standard. 5. Teachers will provide systematic interventions.
Person Responsible	Latasha Jordan (ljordan4@ecsdfl.us)

#2	
Title	Black/African American Students
Rationale	Based on the 2018-2019 Data Review Section II, the Black/African American Students sub section is an area that PFHS scored below 41% in the Federal Index at 37%.

State the measurable outcome the school plans to achieve	PFHS will increase the Black/African American Students sub section by 5% for the 2019-2020 school year to be at 42%.
Person responsible for monitoring outcome	Laura Touchstone (ltouchstone@ecsdfi.us)
Evidence-based Strategy	Professional Learning Communities will create Common Formative and Summative assessments in order to regularly monitor students' growth towards mastery of course standards. Each PLC has a leader that will collect the data and share with school instructional coaches and administration in order to determine if different resources or strategies need to be provided.
Rationale for Evidence-based Strategy	PFHS is using standards based grading and we are in our fourth year as a PLC based school. Our teachers view and share data in order to collaborate so that they can adjust lessons and assessments in an ongoing manner to meet the needs of students that may not be showing progress in CFA's or CSA's. Using our daily remediation time, we are also able to target student by student, standard by standard to help increase this sub section with the targeted instruction this process creates.

Action Step	
Description	<ol style="list-style-type: none"> 1. Students will track their learning through targets for each standard. 2. Teachers will create common formative assessments and react to the data student by student and standard by standard. 3. Teachers will provide systematic interventions.
Person Responsible	Emily King (eking@ecsdfi.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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 counselor 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. This year, through the TSSA grant, we will also be able to provide three social workers to assist our students and their families.

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

All our students 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 educational 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 Council 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

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, and New Media Academies are supported by local business and community leaders through their participation in individual advisory councils.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Students with Disabilities				\$123,030.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	319-Technology-Related Professional and Technical Services	0862 - Pine Forest High School	Other		\$8,000.00

			<i>Notes: Gradecam will be used to track performance by student, by standard. Enriching Students will be used for students to schedule intervention during SOAR.</i>			
	5100	510-Supplies	0862 - Pine Forest High School	Other		\$3,416.00
			<i>Notes: Supplemental classroom supplies</i>			
	5100	510-Supplies	0862 - Pine Forest High School	Title, I Part A		\$4,254.00
			<i>Notes: Supplies for classroom academic activities</i>			
	5100	750-Other Personal Services	0862 - Pine Forest High School	Title, I Part A		\$1,640.00
			<i>Notes: Writing lab attendant - The purpose is to supplement classroom instruction in writing and grammar to bridge the gap for under performing students.</i>			
	6300	120-Classroom Teachers	0862 - Pine Forest High School	Title, I Part A		\$31,040.00
			<i>Notes: Summer curriculum planning for teachers.</i>			
	6300	140-Substitute Teachers	0862 - Pine Forest High School	Title, I Part A		\$38,400.00
			<i>Notes: Planning days for teachers within their PLC. The planning days are used for creating lesson plans and creating common formative assessments. The teachers also review real time data to determine and schedule interventions.</i>			
	5100	310-Professional and Technical Services	0862 - Pine Forest High School	Title, I Part A		\$21,300.00
			<i>Notes: Training on Professional Learning Communities at Work. An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.</i>			
	5100	519-Technology-Related Supplies	0862 - Pine Forest High School	Title, I Part A		\$10,500.00
			<i>Notes: Apple TV devices and 65" televisions will be installed in classrooms for students and teachers to present and share resources for instructional purposes.</i>			
	6400	120-Classroom Teachers	0862 - Pine Forest High School	Title, I Part A		\$4,480.00
			<i>Notes: Extra pay for teachers to attend summer workshops and trainings.</i>			
2	III.A.	Areas of Focus: Black/African American Students				\$123,030.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	319-Technology-Related Professional and Technical Services	0862 - Pine Forest High School	Other		\$8,000.00
			<i>Notes: Gradecam will be used to track performance by student, by standard. Enriching Students will be used for students to schedule intervention during SOAR.</i>			
	5100	510-Supplies	0862 - Pine Forest High School	Other		\$3,416.00
			<i>Notes: Supplemental classroom supplies</i>			
	5100	510-Supplies	0862 - Pine Forest High School	Title, I Part A		\$4,254.00
			<i>Notes: Supplies for classroom academic activities.</i>			

	5100	750-Other Personal Services	0862 - Pine Forest High School	Title, I Part A		\$1,640.00
			<i>Notes: Writing lab attendant - The purpose is to supplement classroom instruction in writing and grammar to bridge the gap for under performing students.</i>			
	6300	120-Classroom Teachers	0862 - Pine Forest High School	Title, I Part A		\$31,040.00
			<i>Notes: Summer curriculum planning for teachers.</i>			
	6300	140-Substitute Teachers	0862 - Pine Forest High School	Title, I Part A		\$38,400.00
			<i>Notes: Planning days for teachers within their PLC. The planning days are used for creating lesson plans and creating common formative assessments. The teachers also review real time data to determine and schedule interventions.</i>			
	5100	310-Professional and Technical Services	0862 - Pine Forest High School	Title, I Part A		\$21,300.00
			<i>Notes: Training on Professional Learning Communities at Work. An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.</i>			
	5100	519-Technology-Related Supplies	0862 - Pine Forest High School	Title, I Part A		\$10,500.00
			<i>Notes: Apple TV devices and 65" televisions will be installed in classrooms for students and teachers to present and share resources for instructional purposes.</i>			
	6400	120-Classroom Teachers	0862 - Pine Forest High School	Title, I Part A		\$4,480.00
			<i>Notes: Extra pay for teachers to attend summer workshops and training.</i>			
					Total:	\$246,060.00