Escambia County School District

Pine Forest High School

2021-22 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: 7/1/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	

* 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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www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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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. 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.

All students attend a supportive, encouraging, safe, and orderly school where they learn at high levels and go forth being helpful, productive citizens. This will obtained by increasing the proficiency of all students, closing the achievement gap, and promoting unity throughout the school environment.

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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Ray, Deborah	Principal	
Jordan, Latasha	Assistant Principal	
King, Emily	Assistant Principal	
Kerr, Ryan	Teacher, K-12	
McBride, Jamiliya	Instructional Coach	
Bolling, Rodney	Teacher, K-12	
Irby, Anglea	Teacher, K-12	
Gray, Ronald	Teacher, K-12	
Osborn, Nathlee	Teacher, K-12	
Godwin, Chris	Teacher, K-12	
Boltja, Victoria	Teacher, ESE	
Cannon, Neal	Teacher, K-12	
Knowles, Morgan	Teacher, K-12	
Lewis, Larry	Teacher, K-12	

Demographic Information

Principal start date
Thursday 7/1/2021, Deborah Ray

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Total number of teacher positions allocated to the school

108

Total number of students enrolled at the school

1,837

Identify the number of instructional staff who left the school during the 2020-21 school year.

40

Identify the number of instructional staff who joined the school during the 2021-22 school year.

41

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	154	140	122	99	515
One or more suspensions	0	0	0	0	0	0	0	0	0	93	108	66	76	343
Course failure in ELA	0	0	0	0	0	0	0	0	0	44	66	51	22	183
Course failure in Math	0	0	0	0	0	0	0	0	0	41	76	40	26	183
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	256	197	159	25	637
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	261	18	9	4	292
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	154	160	141	0	455

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	68	90	72	50	280

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	46	34	27	18	125
Students retained two or more times	0	0	0	0	0	0	0	0	0	32	25	21	17	95

Date this data was collected or last updated

Monday 9/13/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	466	445	425	344	1680
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	93	100	69	8	270
One or more suspensions	0	0	0	0	0	0	0	0	0	85	113	82	9	289
Course failure in ELA	0	0	0	0	0	0	0	0	0	4	23	22	10	59
Course failure in Math	0	0	0	0	0	0	0	0	0	3	66	17	6	92
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	145	117	87	5	354
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	161	7	0	0	168

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	103	130	105	11	349

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	3	21	17	8	49
Students retained two or more times	0	0	0	0	0	0	0	0	0	21	28	24	9	82

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	466	445	425	344	1680
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	93	100	69	8	270
One or more suspensions	0	0	0	0	0	0	0	0	0	85	113	82	9	289
Course failure in ELA	0	0	0	0	0	0	0	0	0	4	23	22	10	59
Course failure in Math	0	0	0	0	0	0	0	0	0	3	66	17	6	92
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	145	117	87	5	354
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	161	7	0	0	168

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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	3	21	17	8	49
Students retained two or more times	0	0	0	0	0	0	0	0	0	21	28	24	9	82

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				33%	49%	56%	31%	52%	56%
ELA Learning Gains				39%	47%	51%	41%	51%	53%
ELA Lowest 25th Percentile				28%	33%	42%	38%	40%	44%
Math Achievement				29%	42%	51%	33%	44%	51%
Math Learning Gains				48%	48%	48%	46%	51%	48%
Math Lowest 25th Percentile				47%	41%	45%	43%	40%	45%
Science Achievement				48%	59%	68%	38%	60%	67%
Social Studies Achievement				44%	62%	73%	52%	69%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	35%	48%	-13%	55%	-20%
Cohort Comparison						
10	2021					
	2019	30%	48%	-18%	53%	-23%
Cohort Comparison		-35%				

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
2021					
2019	48%	58%	-10%	67%	-19%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	44%	62%	-18%	70%	-26%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	37%	52%	-15%	61%	-24%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	23%	47%	-24%	57%	-34%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR was utilized for Fall, Winter, and Spring ELA progress monitoring for 9th and 10th graders. USA Test Prep was utilized for Fall, Winter, and Spring ELA progress monitoring for 11th and 12th graders who have not passed the 10th grade ELA requirement. The district quarterly assessments were used for math, science, and social studies progress monitoring. The numbers reflect the membership, students tied to the school during both surveys 2 and 3.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61	48	39
	Economically Disadvantaged	25	19	15
	Students With Disabilities	3	2	2
	English Language Learners	1	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	130	86	42
	Economically Disadvantaged	63	47	21
	Students With Disabilities	18	6	7
	English Language Learners	4	2	N/A
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	11	15	10
	Economically Disadvantaged	5	6	3
	Students With Disabilities	1	1	`1
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	38	44
	Economically Disadvantaged	7	21	23
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	42	19
	Economically Disadvantaged	37	23	10
	Students With Disabilities	6	6	2
	English Language Learners	3	1	2
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	73	109	54
	Economically Disadvantaged	39	59	26
	Students With Disabilities	5	6	4
	English Language Learners	2	1	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	11	3	3
	Economically Disadvantaged	4	1	1
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	1

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	57	35	1
	Economically Disadvantaged	24	19	N/A
	Students With Disabilities	2	1	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24	57	46
	Economically Disadvantaged	8	26	23
	Students With Disabilities	3	4	2
	English Language Learners	5	2	3
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	1	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	1	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	115	57	46
	Economically Disadvantaged	55	26	23
	Students With Disabilities	11	4	2
	English Language Learners	5	2	3

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	17	16	N/A
	Economically Disadvantaged	9	10	N/A
	Students With Disabilities	1	1	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	7	3
	Economically Disadvantaged	N/A	3	1
	Students With Disabilities	N/A	0	1
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	2	N/A	5
	Economically Disadvantaged	1	N/A	3
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	1	N/A	N/A

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	10	30	31	14	39	41	19	26		85	27
ELL		29	38	12	53	62		6		100	38
ASN	33	27		36						100	60
BLK	20	34	37	13	30	36	21	28		86	44
HSP	39	48	43	20	38	50	47	36		84	59

2021 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 2019-20	C & C Accel 2019-20
MUL	35	39		21	28		40	73		95	65
WHT	49	50	44	34	37	45	61	60		88	65
FRL	27	38	38	16	27	33	34	35		85	48

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	464
Total Components for the Federal Index	11
Percent Tested	93%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	32
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	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	51
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	35
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	45
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	50
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	53
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In all grade levels and content areas we see that our SWD are not improving on the PMD assessments. Also, though it is not seen in every category, it is consistent enough to recognize that we also did not see steady increases in our Economically Disadvantaged students as well. There were some, such as in 10th grade ELA and 9th grade Biology from Fall to Winter and then to Spring, but this was not seen in other content areas or grade levels.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off PMD, there are several areas that need improvement, but overall the greatest area of concern would be the 9th and 0th grade ELA area for all students. In 9th grade ELA we saw a steady decrease from 16% to 10% from Fall to Spring assessments. In 10th grade ELA PMD, we did see an increase from 11 to 14%, but as this is the year that the FSA reading is necessary as a graduation requirement, 14% is not high enough for these students' proficiency.

For the 2018-2019 school year, out 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.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

We can not deny that we were in a pandemic during the past school year. We saw our students consistently switching from traditional to remote to hybrid type learning environments throughout the school year. This year, we are no longer offering a remote option and students are either in full traditional or full virtual learning optons which allows for consistency with teachers, content, and assessments.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

9th grade biology showed the most improvement and highest proficiency. In the Spring they were 52%, 55% in the winter and 58.8% in the Spring.

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.

What were the contributing factors to this improvement? What new actions did your school take in this area?

For biology, we maintained a strong Professional Learning Community that was focused on student by student, standard by standard as they assessed their students formatively and summativley. This PLC also actively used the daily remediation period that we have built into our school schedule to pull students that were in need of remediation or small group instruction in order to show mastery of the biology standards.
No new actions were taken in this area.

What strategies will need to be implemented in order to accelerate learning?

This year, along with the district initiative, all departments will be putting a higher concentration on literacy within their content areas.
Science--> At least once a week students read an academic selection on content you are covering. The students will complete a literacy activity of the teachers choice to include the following aspects: Students will work within groups or pairs that require communication.
Focus on Vocabulary or Main idea.(no definition assignments)
ELA--> Teachers will use tracking sheets and students conferencing to monitor student learning. Students will be given opportunities to apply skills several times through various forms of assessment to ensure understanding. Students will be provided immediate/frequent feedback through various forms, which may include peer to peer, teacher to student, written, and verbal.
Social Studies-> Will focus on DBQ's (along with the reading teachers) Vocabulary activities, and annotations.
NJROTC--> Answers to end of chapter study questions and vocabulary must be written in complete sentences and three to four SAT vocabulary words from wordlists located at https://www.majortests.com/sat/wordlist.php are given each week with a weekly quiz via google form.
Math--> Teachers differentiate mathematics instruction for diverse learners
a. Teachers will use anchor charts, visual aids, google translate,
and video instruction to reach English Language Learners
b. Teachers will scaffold lessons to differentiate the
mathematics instruction for diverse learners

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development that we have focused on Unpacking Standards for all teachers, all the ELA teachers were trained by the district on the new B.E.S.T. standards for ELA, and we brought in a district presenter to offer Engagement in the Block professional Development for all our faculty, including guidance and the discipline team.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

With the help of grants and ESSR funds, we are able to provide several additional services to our students to help us improve our proficiency. To begin, we will continue to utilize the community school, Night School, option for students that are in need of course recover for the overall GPA and graduation requirements that factor into our school grade. We are going into our third year with our Eagles Beyond the Bell program that utilizes the PEAK online program to allow students to recover grades, receive remediation by standard, and work in a smaller setting with a certified teacher twice a week. We are also offering after school tutoring for students in all content areas.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:	Our school is fully Standards Based Grading, which starts with our Professional Learning Communities. In order to keep increasing our school grade, we need to continue to fine tune our remediation process through our PLC's school-wide. Helping our PLC's focus on their content, standard by standard and student by student, we will continue to see growth in our needed areas such ELA, U.S. History, Geometry, and our two ESSA subgroups that are below the Federal Index, Students with disabilities and African American students.
Measurable Outcome:	Our 10th grade ELA FSA decreased since the 2019 FSA. We will increase our proficiency from 29% proficiency to 41% proficiency or higher on the 2022 FSA ELA assessment for all ESSA subgroups including our two lowest areas, SWD and African American Students.
Monitoring:	We will monitor the data through the district driven progress monitoring data. Using data provided to us by the district data coach, we will breakdown data from the quarterly Star360 assessments that are given in all English courses. The administration team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. Data will be reviewed monthly during PLC leader meetings and weekly (if available) in administration team meetings. Administration will meet with the PLCs to discuss the data and determine future instructional practices and identify needs for remediation or needed resrouces.
Person responsible for monitoring outcome:	Deborah Ray (dray@ecsdfl.us)
Evidence-based Strategy:	Provide intensive individualized support to students who have fallen off track and face significant challenges to succeed and meet standard mastery. In order to help students that are not reaching proficiency or mastery of standards on Common Formative or Summative Assessments our teachers will used data from FOCUS and CFA/CSA's, to schedule these students into their SOAR classes weekly. The small or individualized group setting will allow for more specific scaffolding to take place based on the standard(s) and the individual student(s) needs.
Rationale for Evidence-based Strategy:	According to Using Student Achievement Data to Support Instructional Decision Making, establishing a clear vision for school wide data shows positive impact on student achievement. PFHS is continuing to use Standards Based Grading and we are in our 6th year as a PLC 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 our students that many not be showing progress in Common Formative and Summative Assessments. Using our daily remediation time, SOAR, we are able to target student by student, standard by standard to help increase scores with targeted instruction.

Action Steps to Implement

For each student identified as needing individualized support based off of Common Formative and Summative Assessments within the course PLC, teachers will assign them to a scheduled SOAR class to help scaffold the standard and build the relationship in order for them to reach mastery.

Person Responsible	Deborah Ray (dray@ecsdfl.us)

Teachers will create common formative and common summative assessments and react to the data student by student, standard by standard.

Person Responsible	Deborah Ray (dray@ecsdfl.us)

Teachers will provide systematic interventions.

Person Responsible   Deborah Ray (dray@ecsdfl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Using the SafeSchoolsforAlex.org site, we can see that PFHS falls in the high category of school discipline incidents. There are 4.9 incidents per 100 students and we are 412 out of 505 high schools statewide. Our highest area was violent incidents that include fighting, physical attacks, attacks, bullying, and harassment. Before the school year began, the discipline team met with the admin team to discuss 2020-2021 discipline data. We discussed out highest areas and set school goals of: 1. Reduce skipping referrals by having clear communication with teachers about tardy and pass policies as well allowable time out of class.
2. Decrease vaping referrals/incidents by being more visible, duty stations accountability, and making consequences clear to the students during classroom visits and assemblies.
3. Reduce amounts of fights on campus while using the PBIS approach and making consequences clear to the students during classroom visits and assemblies.
The admin team has also reinforced our PBIS system in hopes to encourage positive behavior within our school culture.
We will also be utilizing out school navigator and our increase in school counselors to help us meet the needs of our students and combat these discipline incidents.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Pine Forest High School address building a positive school culture in several ways. To begin, we are a National Showcase School for Capturing Kid's Hearts. We maintain classroom Social Contracts in all classrooms that allow students to have a voice in the class rules and procedures. Relationship building is paramount to our teachers, students, and staff.
Also, we utilize school wide non-negotiables so that all classes are following the same school wide procedures from class to class and grade to grade.

We are also an active Positive Behavior School. This year we have revamped the program in order to help the culture of the school become more positive and reward behaviors hat help promote a positive school environment. We have a new and experienced PBIS leader. We have incorporated Focus rewards for our students to earn in order to purchase items from our new school store. We have planned four quarterly celebrations for students that have good attendance, no referrals, and maintained a strong GPA. T he teachers have added voting for a Support Staff Member of the month as well as our Teacher of the Month so that more of our staff is recognized for their efforts. Some teachers have also begun to participate in Eagle Pride Pals that secretly increase moral of fellow staff members.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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.

Administration: Admin will led SAC meetings, Open House, Title One Meetings, etc., to continue to inform parents and our community of our continued goal to increase academic rigor, graduation rate, and school grade. We will accept continued input and grow from experiences on campus and throughout educational outlets.

Deans/Behavior Coaches: Deans will increase visibility on campus and commit to more frequent classroom visits in order to continue building relationships with students and teachers in order to be approachable and to assist students when they are needed for an incident or to help for various other reasons.

School Navigator: We have a school navigator that works with our families or students that may be in need of food, clothing, housing, or any other assistance that can be provided. She makes home visits when needed and helps us to provide outside resources such as temporary housing and medical care to our school's families.

Guidance Counselors: We have an increase in guidance this school year as well as a full time testing coordinator. This has allowed our counselors to increase their true counseling and step away from the load of testing previously put on them. This way they can meet more frequently with students to help with any personal issues they may be having and especially to help guide them to be successful in college or career after graduation.

Mental Health Counselor: We do have a full time mental health counselor that does meet with students, with parent permission, regular to help guide them through a variety of mental health issues that students may have. She helps the process decisions and practice coping strategies.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities	$0.00
		Total:	$0.00