Pine Forest High School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: D (39%) 2018-19: C (45%) 2017-18: C (44%)
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	CSI
* 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)	**2021-22 Title I School**	**2021-22 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	73%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

School Board Approval

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Escambia County School District provided equal access to quality public education that embraces the uniqueness and potential of each student.

We live this mission through our actions:
We unite employees around a shared commitment to the success of every student.
We create a safe, equitable, and accessible learning environment.
We empower students to break through barriers and over challenges to achieve their fullest potential.
We build learning environments that facilitate closing the achievement gap and increasing the learning proficiency of all students.

Provide the school's vision statement.

Our Purpose: Our Purpose is to inspire, empower, and graduate students ready to contribute to society as productive, responsible citizens.
Our Vision: United for every Student to Succeed.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Ray, Deborah	Principal	
Jordan, Latasha	Assistant Principal	
King, Emily	Assistant Principal	
Bolling, Rodney	Teacher, K-12	
Cannon, Neal	Teacher, K-12	
Gray, Ronald	Teacher, K-12	
Goldston, Tonita	Teacher, K-12	
Lewis, Larry	Teacher, K-12	
Dawson, David	Teacher, K-12	
Boltja, Victoria	Teacher, ESE	
Franklin, Bakari	Assistant Principal	
Laurant, Latricia	Instructional Coach	
Flach, Jessica	Teacher, K-12	
McCants, Veronica	Teacher, K-12	
Floyd, Troy	Dean	
Osborn, Nathlee	Teacher, K-12	
Attebery, Blake	Teacher, K-12	

Demographic Information

Principal start date

Thursday 7/1/2021, Deborah Ray

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

14

Total number of teacher positions allocated to the school

118

Total number of students enrolled at the school

1,925

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

30

Identify the number of instructional staff who joined the school during the 2022-23 school year.

33

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	549	567	464	364	1944
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	200	200	184	132	716
One or more suspensions	0	0	0	0	0	0	0	0	0	164	208	165	91	628
Course failure in ELA	0	0	0	0	0	0	0	0	0	40	21	16	17	94
Course failure in Math	0	0	0	0	0	0	0	0	0	23	18	17	12	70
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	247	283	190	37	757
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	246	11	2	1	260
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	144	193	156	200	693

Using the table above, complete the table below with the number of students by current grade level who have 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	214	230	203	126	773

Using current year data, complete the table below with the number of students identified as being "retained.":

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	30	45	32	15	122
Students retained two or more times	0	0	0	0	0	0	0	0	0	21	36	27	17	101

Date this data was collected or last updated

Tuesday 7/12/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	26%	42%	51%				33%	49%	56%
ELA Learning Gains	37%						39%	47%	51%
ELA Lowest 25th Percentile	35%						28%	33%	42%
Math Achievement	16%	33%	38%				29%	42%	51%
Math Learning Gains	31%						48%	48%	48%
Math Lowest 25th Percentile	46%						47%	41%	45%
Science Achievement	27%	33%	40%				48%	59%	68%
Social Studies Achievement	33%	47%	48%				44%	62%	73%

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

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
2022					
2019	48%	58%	-10%	67%	-19%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	44%	62%	-18%	70%	-26%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	37%	52%	-15%	61%	-24%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	23%	47%	-24%	57%	-34%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	12	29	32	11	30	41	17	19		86	25
ELL	8	37	45	12	29	45	28	7			
ASN	46	46		40	43					90	
BLK	16	29	29	9	26	44	13	22		93	41
HSP	24	44	48	18	28	42	33	30		89	33
MUL	27	34		23	35		43	36		100	69
WHT	40	46	46	27	40	59	42	52		90	65
FRL	21	35	35	13	28	47	22	29		89	47

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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	11
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	0

Part III: Planning for Improvement

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?

During the 2021-2022, we saw our lowest scores in six years in ELA achievement (26%), ELA Learning gains (37%), Math Achievement (16%), Math Learning gains (31%), Science Achievement (27%), and Social Studies Achievement (33%). We also have seen the average daily attendance rate drop in all demographics from 2018 to 2022, showing the impact we are still feeling due to the Covid lockdown time.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

For the 2021-2022 school year, our greatest needs for improvement are mathematics achievement (16%), which was our lowest component and science achievement which saw our largest decrease from the prior year (38% to 27%).

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

In ELA and math, we had several vacancies throughout the school year that remained unfilled. We had three classrooms, two math and one 9th grade ELA, that were set up for a teacher to teach in their own room and then cast into the classroom that did not have a permanent teacher. A support facilitator was in the room that was being casted to maintain classroom management and help with questioning, but this did not yield the results we would have hoped for in the end. This year we are still in need of two math teachers, but not in the tested math areas. All ELA classes are filled at this time. During the 2021-2022 school year we struggled with teacher absences and sporadic sub coverage due to two waves, one in the fall and the second in the winter, of Covid hitting the area again.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our graduation rate was the highest that we have in six years at 91%. It was a three point gain from the previous school year.

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

Consistent students monitoring from the guidance counselor for the cohort. Counselor maintained detailed credit checks, had parent meetings to helps students stay on track, and consistently met with her cohort to ensure students were taking the correct courses for their desired path for post graduation as well as to sign students up for course recovery as needed.

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

We will continue to our Standards based grading process so that we can ensure students are mastering standards and their grades are reflective of this and not other elements. We will also continue to work within the Professional Learning Communities (PLC) is all content areas. PLC's allow our teachers to work collaboratively while building their capacity in their area. We will continue to utilize SOAR, our daily remediation/acceleration time, to focus on Tier 2 Instruction based on Common Formative Assessment(CFA) and Common Summative Assessment (CSA) data as well as Progress Monitoring data to help students show growth towards proficiency. Within SAOR this year, we are adding "Acceleration" Days once per week where all classes will be given the same lesson school-wide to focus on areas that we have seen need more emphasis, such as vocabulary, ACT/SAT practice, Latin and Greek roots. Each month we will also focus on one Social Emotional Learning lesson for our students. Teachers in tested subject areas, ELA, geometry, algebra, CTE, Biology, and US History, will meet with the district specialist once a week to lesson plan, analyze data in order to help students reach proficiency in these areas. The district's School Transformation Office and the Bureau of School Improvement will provide support and feedback around the action steps on a monthly basis. Planning with BSI will help teachers and administration to focus on understanding the standards, including the new B.E.S.T standard for math, resource alignment, evidence-based strategies integration, common misconceptions, and the new F.A.S.T. testing.

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.

Again this year, we are placing an emphasis on literacy within all content areas. As we know, all the assessments that are taken rely heavily on students being able to read on grade level material. We have conducted a staff PD on Word Walls and Common Board Configuration. We will continue to utilize the after school PD time to help teachers embed Literacy Strategies within their content.
We will conduct two book studies this year with out staff, "Kids These Days" and "Award Winning Culture".
During pre-school, we conducted a PD on how our school grade is calculated so that all teachers

understand their role in our yearly outcome. We shared our data from the 21-22 school year during this training so they could see how the we earned the D.

Utilizing the after school paid professional development time we plan to conduct PD's on ESOL, PBIS, the Danielson Model, and other topics that we may see is needed through data and classroom walk-throughs.

We are also beginning a New Teacher Academy that will meet once a month in order to allow our new teachers to PFHS a designated time to meet with admin and district staff. We will cover topics that range from classroom management to lesson planning.

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

This school year, we will be following detailed process and protocols per the BSI frameworks. The BSI state team, the school district School Transformation Office team, and district subject area specialist and their TSA's will help us to build the capacity of our teachers with the lesson planning, standards understanding, and the classroom environment. Administration will conduct weekly classroom walk-throughs and continue to analyze data standard by standard with our PLC's in order to provide feedback to our teachers and in turn help out students reach proficiency on F.A.S.T. and the EOC's. We will also continue to offer our Eagles Beyond the Bell program, but will use the Edgenuity online program this year, 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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	State testing data revealed deficiencies in all tested content areas (ELA 23.6% proficiency, Math 14.4% proficiency, Science 27% proficiency, Social Studies 33% proficiency, CTE 51% certifications received).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students, including all ESSA subgroups, will achieve 41% or above proficiency in ELA, Math, Science, and Social Studies by the end of the 2022-2023 school year on summative district and state assessments. The ELL students will reduce the gap from 13 points to less than 6 points between overall students, and the SWD and Black/African American subgroups will close the achievement gap between overall students.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	All staff members have been encouraged to attend BEST training for ELA and Mathematics to become familiar with new State Standards and assessments --The Professional Learning Community (PLC) process will continue to be the platform utilized to promote uniform lesson planning, develop Power Standards, and build Common Formative Assessments (CFAs) and Summative Formative Assessments (SFAs). The results of student performance will determine the need for remediation and/or extension of learning for those students as well as assigning them to SOAR to implement interventions/extensions consistently. --Quarterly information/data will be obtained from teacher reports, grade analysis, date received from student performance on formal assessments (CFAs, SFAs, district quarterly assessments); data from statewide assessments --Information on student behavior, attendance and referrals will be reviewed weekly --Weekly Measures will be collected (Average Daily Attendance, Weekly Admin Walkthroughs, Common Board Configuration Usage, Depth of Knowledge-Integration of Rigor, Vocabulary, Use of Word Walls, Threshold Greetings/Bell Ringers)
Person responsible for monitoring outcome:	Deborah Ray (dray@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	--Provide explicit vocabulary instruction in all content areas, to include elective courses --Provide direct and explicit comprehension strategy instruction --Provide opportunities for extended discussion of text meaning and interpretation --Integrate writing and reading to emphasize key writing features --Differentiated instruction for diverse learners --Use of math manipulatives and tools --Discuss solution process, drawing a picture, making graphs and incorporate written responses to problems --Integration of "real-life" word problems for students to solve daily --Teachers verbalize explanations of concepts and steps for solving problems --Preteach and reteach vocabulary --Post charts or posters in the room with definitions and examples

	--Chunk the text into segments of one or two paragraphs
	--Utilize the 4-sep problem solving process/MTSS teams will meet to analyze data and determine effectiveness of Tier 2 interventions (Intensive Reading/Writing/Algebra/Geometry)--Review of iLit45 assessment performance
	--MTSS process to review Tier 3 data--RtI Coordinator, ESE Coordinator, Instructional Coach, and Administrator
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	--Teachers provide a language-rich instructional setting by intentionally and regularly using academic vocabulary and supporting students' use of academic vocabulary
	--Schoolwide emphasis on vocabulary--use of vocabulary word wall across content areas and electives; all common board configurations will contain word of the week
	--Opportunities for extended discussions allow for students to interact with peers to cite, respond, and defend thinking/answers to text
	--Increased opportunities for students to read material and write response will assist in the retention of information; the extension to this strategy will be the additional discussion
	--Math manipulatives bridge concrete to abstract understanding of math
	--Talking about math assists with making thinking transparent
	--Relevance and real world applications makes math more relatable for students
	--Alternate representation for vocabulary will assist English Language Learners make word connections
	--Differentiated instruction will assist diverse learners
	--Use of MTSS for Tier 2 and Tier 3 interventions when determined necessary

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Utilizing our weekly measures, admin team will complete multiple classroom walkthroughs throughout each week and create a schedule to provide specific feedback to teachers in order to meet their individual instructional needs. The admin team will determine coaching support based on the data metrics and class walks as well as assist in the implementation of the professional development and planning goals for teachers. The team will determine future Professional Development and identify needs for remediation or reteaching opportunities based on Common Formative Assessments within the PLC, Common Summative Assessments within the PLC, and district quarterly data.

Person Responsible Deborah Ray (dray@ecsdfl.us)

Planning will occur with all core content teachers once a week with the District
Department specialists and their TSA's. District and school-based leadership team will utilize
a planning protocol to align Tier 1 instruction to the explicit intent of the standards. The teachers will utilize
a planning template developed by the school and feedback given by the specialists.

Person Responsible Deborah Ray (dray@ecsdfl.us)

#2. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	School grade data and BSI walks indicated a need for explicit and intentional leadership support to implement feedback strategies that result in quality benchmark aligned instruction. The school will implement Get Better Faster (GBF) Observation and Feedback practices and action steps to improve benchmark aligned instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	GBF Observation and feedback strategies will improve teacher practices that produce increased student performance in achievement with a goal of 41% or higher achieving on grade level performance (level 3) on the FAST assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The School Transformation Office (STO) will be supporting the school-based leadership team to monitor the implementation of the observation and feedback system through monthly Principal meetings, and monthly classroom walks. Feedback about implementation will be provided through STO on a monthly basis.
Person responsible for monitoring outcome:	Hollie Wilkins (hwilkins@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The leadership team will utilize a systematic observation and feedback structure. Through this system the leaders are able to provide immediate support for teachers to have a positive effect size on student academic achievement.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

This systematic approach to coaching teachers is a blend of directive and nondirective techniques. The focus is on small, specific, and focused moves and responses that have an immediate positive effect on student achievement. These are followed up by direct rehearsal and practice of the moves with the leader. The learning for the teachers is not rote or formulaic. It helps the teacher to anticipate and adjust to ensure learning is occuring. The objective is mindful behavior with management and rigor. Through the guidance of the BSI field team and the STO department, the school leadership team will be learning and implementing this system throughout the entire year receiving feedback from the STO and BSI teams.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Outline and monitor before-planning expectations (Identify understandings of the benchmark, review curriculum resources, solve assessment questions, review student learning data for prior learning)

Person Responsible	Hollie Wilkins (hwilkins@ecsdfl.us)

Attend structured planning with STO/District coaches and school-based coaches utilizing a planning protocol to align Tier 1 instruction to the explicit intent of the standards. (Review benchmarks, identify practice, sequence the instructional strategies, determine tasks and item progression, and practice and solve benchmark aligned tasks and questions)

Person Responsible	Hollie Wilkins (hwilkins@ecsdfl.us)

Schedule weekly classroom walks for identified teachers/ grade levels to monitor implementation of planning.
Conduct weekly classroom walk (when needed utilize coach/specialist to calibrate walk) and identify an action step from Get Better Faster (GBF) for teacher based on GBF waterfall and schedule feedback meeting with teacher. (Utilize GBF waterfall, plans, and video lesson)

Person Responsible	Hollie Wilkins (hwilkins@ecsdfl.us)

Conduct weekly classroom walk (when needed utilize coach/specialist to calibrate walk) and identify an action step from Get Better Faster (GBF) for teacher based on GBF waterfall and schedule feedback meeting with teacher. (Utilize GBF waterfall, plans, and video lesson)

Person Responsible	Hollie Wilkins (hwilkins@ecsdfl.us)

Write feedback script (GBF script protocol- See it, Name it, Do it)- utilize coach/specialist to support script writing.

Person Responsible	Hollie Wilkins (hwilkins@ecsdfl.us)

Meet with identified teacher for feedback meeting (follow GBF feedback meeting protocol) to discuss, practice, and stamp learning for teacher action step and schedule follow up classroom walk.

Person Responsible	Hollie Wilkins (hwilkins@ecsdfl.us)

Conduct follow up classroom walks to identify implementation of action steps, provide feedback to teacher, and determine if action step will be continued or changed based on data.

Person Responsible	Hollie Wilkins (hwilkins@ecsdfl.us)

Document teacher action steps, classroom observations, feedback meeting scripts, and notes on teacher tracker for stakeholder alignment. (School-based admin, coaches/ specialist, district, BSI)

Person Responsible	Hollie Wilkins (hwilkins@ecsdfl.us)

#3. Positive Culture and Environment specifically relating to Attendance and Behavior	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our Behavior Data and Average Daily Attendance are two measures that will be primary focuses this year in our efforts to foster a more positive culture and environment for our entire school community. We had over 63 physical fights, over 660 days of Out of School Suspensions, as well as over 1,400 total days out of the instructional setting. Our ADA was never above 87%, although we tested over 96% of students for our statewide assessments. This informs us that although students missed over 13% of the school year, they were forced to show up for the test without the content knowledge and strategies to demonstrate proficiency or learning gains. We will continue to utilize the Capturing Kids Hearts philosophy to build student culture and consistently implement Positive Behavior and Intervention Supports (PBIS). We will work closely with the PBIS district staff to assist with implementing Behavior MTSS interventions for our Tier 2 and Tier 3 students. We will meet weekly to discuss concerns and assign students to our daily intervention scheduled time. Our Behavior Coaches will assume more of an interventionist job role this year. They will spend more time with proactive strategies to assist with behavior management techniques, developing Functional Behavior Assessments and PBIP for students with persistent misbehaviors.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	During the 2022-2023 school year, we will maintain an Average Daily Attendance of 92% and above. We would like to decrease our total 660 days of OSS to 330 days (50%) or less, as well as improve overall instructional time. We will also significantly decrease our number of fights from 63 physical fights to be less than 20 overall (75% decrease from last year). Economically Disadvantaged, SWD, ELL and Black student subgroups will also increase ADA to 92% and reduce percentage receiving office discipline referrals to match overall school average.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The behavior team as well as our RTi Coordinator will meet weekly to discuss concerns and implement changes were it is deemed necessary.
Person responsible for monitoring outcome:	Deborah Ray (dray@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-based	1. PBIS plan to encourage student attendance to core content areas. 2. Implementation of the MTSS process focusing on attendance and behavior. 3. Utilizing the Navigator (Social Worker) and district Social Worker to conduct home visits, provide resources and support families to overcome barriers to student attendance and positive behavior.

strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Incentivizing student attendance and positive behavior supports will help to improve academic performance in all content areas. These strategies are necessary based on the data collected from the 2021-2022 school year.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

We will continue to have weekly Behavior Team Meetings as well as participate in a schoolwide discipline book study. Our Behavior Team conducts grade-level assemblies to address school and classroom expectations and non-negotiables. To ensure we address the quarterly data and offenses, our Behavior Team will continue to hold instructional sessions in our English classes to review school/teacher concerns, encourage our students to get involved in a school-related/extra curricular activity. We will also work with our RtI coordinator to hold MTSS meetings to provide Tier 2 and Tier 3 interventions as needed. Monthly incentives are provided to students to reward attendance, positive behavior, zero referrals, and progress on academic performance.

Person Responsible   Bakari Franklin (bfranklin@ecsdfl.us)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 that help promote a positive school environment. 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.

The 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.

Our Instructional Coach will be helping increase staff moral by having Wow Wednesdays. Each week she emails the staff asking if there is anyone that they would like to recognize for going above and beyond. She then compiles the responses, creates a certificate for each teacher that is receiving one, and then with the help of rotating student athletic teams, passes them out to the awarded teachers.

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

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.