Pine Forest High School

2023-24

Schoolwide Improvement Plan (SIP)

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Pine Forest High School

2500 LONGLEAF DR, Pensacola, FL 32526

www.escambiaschools.org

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Moore, Russell	Assistant Principal	Assistant Principal of Facilities and Athletics
Franklin, Bakari	Assistant Principal	Assistant Principal of Discipline
Ray, Deborah	Principal	
King, Emily	Assistant Principal	Assistant Principal of School Instruction
Jordan, Latasha	Assistant Principal	Assistant Principal of Student Services
Bolling, Rodney	Teacher, K-12	NJROTC Department Chair
Cannon, Neal	Teacher, K-12	Science Department Chair
Gray, Ronald	Teacher, K-12	Visual and Performing Arts Department Chair
Goldston, Tonita	Teacher, K-12	English Department Chair
Dawson, David	Teacher, K-12	CTE Department Chair
Lewis, Larry	Teacher, K-12	Foreign Language Department Chair
McCants, Veronica	Teacher, K-12	Math Department Chair
Osborn, Nathlee	Teacher, K-12	ESOL Department Chair
Floyd, Troy	Teacher, K-12	Dean/Behavior Department Chair
Sayle, Craig	Teacher, K-12	Social Studies Department Chair
Kirby, Matthew	Teacher, ESE	ESE Department Chair
Harris, Shaun	Teacher, K-12	PE Department Chair
Knight, Tai	School Counselor	Student Services Department Chair

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Each member of the school leadership team plays an intricate role in the development of targeted goals, development of Common and Summative Formative Assessments for Power Standards, as well as the implementation of standards-based instructional practices provided to each students. Their collective work embedded in the Professional Learning Community processes will ensure the goals and objectives for student proficiency in all tested areas as well as progressive learning occurs for students in our diverse population.

Our School Advisory Council meets at a minimum of four times a year. The administrative team and community partners provide information and updates as to the state of student performance on quarterly assessments, the status of our Average Daily Attendance, Behavioral Data, and additional events that may be taken place throughout the quarter. Most recently, we have added Graduation Status of the current co-hort and supplemental programs/resources that are utilized to assist in the needs of students who are struggling in any areas of deficit/concern. During each quarter, we have built in student and staff incentives for attainment of targets goals (attendance, zero referrals, continuous progress on academic goals, and A, A/B Honor roll). We report to our School Advisory Council as well as the contributors of Community Partnership Schools, as to the outcome of the established quarterly goals and responses to positive interventions established.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The PFHS SIP goals will be monitored on a quarterly basis. The feedback/results received from Common and Formative Assessments, Quarterly Assessments, as well as daily assignments and tasks for students will be reviewed for comprehension of standards in all tested areas. We will disaggregate the data of each targeted subgroup to verify their specific performance to determined missed concepts and assign necessary supports/interventions to increase proficiency or overall performance. As we are a standards-based school, with aligned grading practices, teachers will know the percentages as to which students in each class period grasped the standards/skills, as well as those who would require additional opportunities for reteach/remediation of those missed concepts. Interventions, at a minimum, are provided weekly and/or more as needed for individual students.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	73%
2022-23 Economically Disadvantaged (FRL) Rate	100%

Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	25	40	50	26	42	51	32		
ELA Learning Gains				37			41		
ELA Lowest 25th Percentile				35			39		
Math Achievement*	32	37	38	16	33	38	20		
Math Learning Gains				31			33		
Math Lowest 25th Percentile				46			38		
Science Achievement*	37	58	64	27	33	40	38		
Social Studies Achievement*	30	56	66	33	47	48	41		
Middle School Acceleration				44	44				

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Graduation Rate	77	79	89	91	57	61	88		
College and Career Acceleration	49	63	65	51	59	67	53		
ELP Progress	54	47	45	49			41		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	304
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	77

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	91

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	4	
ELL	28	Yes	2	2
AMI				
ASN	40	Yes	1	
BLK	33	Yes	4	
HSP	43			
MUL	54			
PAC				
WHT	55			
FRL	42			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	1
ELL	29	Yes	1	1
AMI				
ASN	51			
BLK	32	Yes	3	
HSP	40	Yes	1	
MUL	46			
PAC				
WHT	51			
FRL	38	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	25			32			37	30		77	49	54
SWD	16			34			24	20		29	6	
ELL	3			15			17	18		0	7	54
AMI												
ASN	15			40			64				3	
BLK	18			28			23	18		39	6	
HSP	24			33			43	39		25	7	55
MUL	38			43			49	19		92	6	
PAC												
WHT	37			36			54	52		70	6	
FRL	22			29			32	24		47	7	64

| 2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	26	37	35	16	31	46	27	33		91	51	49
SWD	12	29	32	11	30	41	17	19		86	25	
ELL	8	37	45	12	29	45	28	7				49
AMI												
ASN	46	46		40	43					90		40
BLK	16	29	29	9	26	44	13	22		93	41	
HSP	24	44	48	18	28	42	33	30		89	33	51
MUL	27	34		23	35		43	36		100	69	
PAC												
WHT	40	46	46	27	40	59	42	52		90	65	
FRL	21	35	35	13	28	47	22	29		89	47	50

| 2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	32	41	39	20	33	38	38	41		88	53	41
SWD	10	30	31	14	39	41	19	26		85	27	
ELL	0	29	38	12	53	62	0	6		100	38	41

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
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	34
MUL	35	39		21	28		40	73		95	65	
PAC												
WHT	49	50	44	34	37	45	61	60		88	65	
FRL	27	38	38	16	27	33	34	35		85	48	

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
10	2023 - Spring	28%	40%	-12%	50%	-22%
09	2023 - Spring	20%	38%	-18%	48%	-28%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	22%	38%	-16%	50%	-28%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	48%	-13%	48%	-13%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	56%	-21%	63%	-28%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	28%	54%	-26%	63%	-35%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

According to our 22-23 FAST PM 3 data, the component that showed the lowest performance overall was our ELA proficiency with a 24.6% (9th grade was 19.8% and 10th 27.7%). When compared to the state at 48% and when compared to our District at 39%, there is a 14.4 % gap to the district and 24.4% gap to the state. Our Econ. Dis. (26.6%), ELL (2.5 %), SWD (9.4%), African American (16.5%), Hispanics (22.4 %), and Multiracial (37.7%) subgroups showed lower performance in ELA proficiency. A contributing factor centered around replacing a 10th grade teacher mid-year after a span of time with various subs in that position, lack of student engagement and classroom management.

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

Our data in US History shows the greatest decline, going from 33.2% to 27.5%, a 5.7% overall decline from 21-22 school year. The contributing factors to this decline in data include the a teacher vacancy for the position, as well as two novice teachers in this EOC course. There was also a lack of student engagement and adherence to district pacing guide and suggested lessons.

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 data component that had the greatest gap compared to the state average was US History with a gap of 34.5%. PFHS was at 28.8% and the state was 62%. The contributing factors to the gap in data include the a teacher vacancy for the position, as well as two novice teachers in this EOC course. There was a lack of student engagement and adherence to the district pacing guide and suggested lessons.

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

The data component that had the most improvement was in math with a 18.5% increase. Teachers within the math PLC followed a strict adherence to the scripted lesson plans and district pacing guides. They also had scheduled weekly meetings with district math specialists.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

We will focus on absences/tardies and Office Discipline Referrals with a concentration on lost days of instructional time.

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

PFHS's highest priorities for the year will be focusing on:
1) School wide literacy to help increase scores in all FAST and EOC test
2) Learning Gains in our ELA Lowest Quartile
3) Average Daily Attendance to at least 95%,
4) Increasing our Federal Index for our five ESSA groups of concern (English Language Learners, Students With Disabilities, Economic Disadvantage, and Hispanic).
5) US. History EOC scores will increase.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our Tardies, Average Daily Attendance (ADA), and Office Discipline Referrals (ODRs) are the 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 a total of 562 Out of School Suspension incidents, losing days in their instructional setting. We had 64,975 tardies. Our ADA was 88.3%, although we tested over 96% of students for our statewide assessments.

This informs us that although students missed over 12% 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 use our PBIS initiatives and schoolwide behavior strategies to continue to utilize the Capturing Kids Hearts philosophy to build student culture and consistently implement Positive Behavior and Intervention Rewards.

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 2023-2024 school year, we will maintain an Average Daily Attendance of 95% and above. We would like to decrease our total 562 days of OSS to 281 days (50%) or less, as well as improve overall instructional time. Economically Disadvantaged, SWD, ELL and African American student subgroups will also increase ADA to 95% 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, PBIS Coach, and our RTi Coordinator will meet weekly to discuss concerns and implement changes where it is deemed necessary.

Person responsible for monitoring outcome:

Deborah Ray (dray@ecsdfl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. The PBIS plan will be implemented school-wide, building in attendance and behavior incentives on a monthly basis.
2. The behavior team will analyze PMDR data, PBIP's, ESE IEP's, and other behavior data. The team will meet with teachers at the beginning of the year to discuss student behavior and data directly tied to

student disabilities pertaining to data. The team will then meet monthly with teachers to discuss data to inform next steps.

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 including, but not limited to clothing, food, support for parents with utility bills, mental health counseling, coordination of travel for parents to get to medical appointments, school appointments, and family nights.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

According to the Dropout Prevention Practice Guide, 10 Key Policies and Practices for Behavior Support, and the Attendance Works Research, continuing to incentivise 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 2022-2023 school year.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1) We will continue to have weekly Behavior Team Meetings. 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, and encourage our students to get involved in a school-related/extracurricular activity.

Person Responsible: Bakari Franklin (bfranklin@ecsdfl.us)

By When: Weekly

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)

By When: Monthly

We will also work with our RtI coordinator and PBIS Coach to hold MTSS meetings to provide Tier 2 and Tier 3 interventions as needed.

Person Responsible: Bakari Franklin (bfranklin@ecsdfl.us)

By When: on-going throughout the 2023-2024 school year

Professional Development will be conducted on Restorative Justice, School-wide De-escalation Training, as well as weekly consultative meetings with District Instructional Coaches to ensure our Tier I Instructional and Behavior Supports are implemented with fidelity.

Person Responsible: Bakari Franklin (bfranklin@ecsdfl.us)

By When: on-going throughout the 2023-2024 school year

#2. Graduation specifically relating to Graduation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We graduate students ready to make a positive difference in their families, their communities, and the world. In our efforts to ensure all students graduate with their original cohorts, we will provide a variety of resources, supplemental instruction, as well as differentiated instructional practices to reach all students in our diverse population. It is our goal to provide best practices schoolwide that will accomplish the following:
1) Improving the high school graduation rate
2) Improving the Average Daily Attendance (ADA) rate
3) Improving postsecondary enrollment and persistence
4) Improving enrollment and completion of career and technical education programs of study
We will also track the student status of all graduation requirements on a quarterly basis, track student performance on quarterly assessment in all tested areas (to include subgroups: Students with Disabilities, Hispanic, Socioeconomic Disadvantage, African American, and English Language Learners).

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to meet 100% graduation rate for all students. There are a number of factors that may serve as a barrier for that goal; however, we will continue to provide access to instructional and behavioral supports that will move towards decreasing the achievement gaps and increasing the graduation rate for our students.

Through close monitoring of individual student performance, attendance rate, Office Discipline Referrals, close monitoring of our Early Warning Systems, Weekly Interventions in Master Schedule, Positive Interventions and Behavior Supports, we will accomplish overall objective of a 100% graduation rate.

Acceleration is also a component of the school grade, but more specifically, students also have to earn a certification in a designated Career Technology Educational course during their four years in high school. Courses of Study developed for each student should include all required courses to receive a Standard Diploma aligned to those industry certifications.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The area of Focus will be tracking graduation requirements for each student per grade level. Each of our assigned school counselors will work closely with administration, instructional staff, students, and parents to communicate the status of each student and any areas of concern. We will reiterate the importance of the collaborative partnership required to obtain this goal, share information about upcoming assessments and resources to assist with areas in need of remediation, as well as the embedded incentives provided to motivate students to move closer towards the goal of graduation.

This year, we have aligned incentives to activities for our juniors and seniors. Events and rewards are accessible to those students who have met their graduation requirements. The ultimate celebration of participating in the graduation ceremony is contingent on those students meeting all of their graduation requirements (G.P.A. of 2.0 or higher, minimum credits in specific areas, passing end of year assessment in ELA and Algebra I, as well as earning an industry certification).

Quarterly reviews will occur with content area teachers, school leadership, district content specialists, grade level director, the School Transformation Office, as well as the State's Bureau of School

Improvement. Quarterly reviews will include overall discussion of progress, status of goals, and recommendations for revisions of progress monitoring tools/access to additional resources to move closer toward goal of 100% for each cohort.

Person responsible for monitoring outcome:

Deborah Ray (dray@ecsdfl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Intensify interventions for students by maximizing human resources through scheduling & training.
Research: 10 Key Reading Practices for All Middle and High Schools (Tier 1)

2. Multi-tiered systems are in place to support the academic and behavioral progress of all students and to allow educators to quickly intervene with students who are struggling to be successful.
Research: 10 Key Policies and Practices for All Schools (Tier 1)

The Capturing Kids' Hearts Program
- Positive Behavior Interventions and Support
- Formal Schoolwide Professional Learning Communities (PLC) - Solution Tree Program and Supportive Materials
- Inclusive Practices -Best Practices in Inclusive Education -Targets Students with Disabilities
- Southern Region Educational Bureau - Strategies and Systems
- Safety Care - De-escalation Model
- Trauma Informed Care
- Multi-tiered Systems of Supports
- English Speakers of Other Languages (ESOL) Center
- Kagan Instructional/Student Engagement Model
- Sylvan Learning
- Chalk Talk (Algebra I and ACT Preparation)
- PAES Lab-Talent Ed Systems - assist in the development of employability skills to assist students with disabilities in the mainstream workforce environment
- ALEKS - supplemental program that will assist students with additional instructional activities to assist with mathematic standards

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

--The collective strategies have been selected to address the needs for our diverse student population, with an emphasis on specific subgroups who have not met proficiency in one or more areas. Methodologies, instructional practices, emotional support systems, interventions, supplemental materials can be utilized during the typical day as well as our after school opportunities that offer remediation and/or credit-grade recovery options for all students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. School Counselor will review needs for each student assigned to their cohort
2. A letter will go out to each student which will provide their current graduation status
3. If student is deficient in any area, there will be specific steps required to improve status and ultimate meet all requirements

The following will be provided:
--Grade recovery through Edgenuity
--Tutoring provided by Sylvan Learning, District Math Specialist, Chalk Talk, Progress Learning
--Additional incentives provided for students monthly who make progress towards meeting graduation requirements
--Additional remediation time and small group interventions
--Meeting with parents in early fall, midterm, and early spring to discuss status and/or concerns
--Consistent review of potential barriers such as non-attendance, disorderly conduct, environmental factors
--Use of Capturing Kids' Hearts Program and Positive Behavior Interventions and Support to include Trauma Informed practices and Safety Care de-escalation model.
--Formal Schoolwide Professional Learning Communities (PLC) - Solution Tree Program and Supportive Materials as well as Southern Region Educational Bureau - Strategies and Systems.
Use of Multi-tiered Systems of Supports such as the English Speakers of Other Languages (ESOL) Center and Kagan Instructional/Student Engagement Model.

Person Responsible: Deborah Ray (dray@ecsdfl.us)

By When: Frequent checks will be conducted at the start of first quarter and at the end of each quarter. Parent meetings will begin prior to the end of mid-quarter 2 of student status and their efforts to take advantage of all available resources provided.

#3. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our school is fully Standards Based Grading, which starts with our Professional Learning Communities. In order to see growth in all content areas and increase 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: ELA, U.S. History, Geometry, Math with a focus on the ESSA subgroups that are below the Federal Index: Students with disabilities, African American, ELL, Hispanic, and Economically Disadvantaged students. State testing data revealed deficiencies in all tested content areas (ELA 23.7% proficiency, Geometry 39.5% proficiency, Algebra 29.3% proficiency, Biology 35.3% proficiency, Social Studies 27.5% proficiency.)

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 show growth or achieve 41% or above proficiency in ELA, Math, Science, and Social Studies by the end of the 2023-2024 school year on F.A.S.T. and EOC's.

In ELA we would like to close or show growth towards the gap between 41% and our Econ Dis by 20.4%, ELL by 38.5%, SWD by 31.6%, African American by 24.5%, and Hispanic students by 16.8%.

In Biology we would like to close or show growth towards the gap between 41% and our Econ Dis by 11.3%, ELL by 23.5%, SWD by 25%, African American by 20.3%.

In Science, our Hispanic students were at 44.2% proficiency.

In Math we would like to close or show growth towards the gap between 41% and our Econ Dis by 10.7%, ELL by 26.7%, SWD by 21%, African American by 11.9%, and Hispanic students by 3.5%.

In History we would like to close or show growth towards the gap between 41% and our Econ Dis by 19.3%, ELL by 22.8%, SWD by 30.8%, African American by 25.6%, and Hispanic students by 1%.

* Proficiency levels indicated for 2023 are based on levels set as of July 2023.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor the data through the district driven progress monitoring, F.A.S.T. and. Using data provided to us by the district data coach, we will break down data from the quarterly assessments that are given in content area 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 resources.

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 Common Summative Assessments (CSAs).

The results of student performance will determine the need for remediation and/or extension of learning for those students as well as focused needs to be done each Friday in all classes.

Quarterly information/data will be obtained from teacher reports, grade analysis, data received from student performance on formal assessments (CFAs, CSAs, 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Strengthen the multi-tiered system of supports for all students.

2. Implement Professional Learning Communities (PLC) with a focus on a school-wide vocabulary initiative.
Research:10 Key Vocabulary Practices (Tier 1)

3. Strengthen differentiated Tier I instructional delivery through use of explicit and systematic instructional strategies.

According to Using Student Achievement Data to Support Instructional Decision Making, establishing a clear vision for school wide data shows a positive impact on student achievement. PFHS is continuing to use Standards Based Grading and we are in our 8th 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 may not be showing progress in Common Formative and Summative Assessments. Using our Friday remediation time, we are able to target student by student, standard by standard to help increase scores with targeted instruction. As we understand that it will take a unified, schoolwide effort to reach proficiency in ELA and mathematics, we acknowledge that other core and elective instructors play a viable role through the selected instructional delivery practices that contribute to fluency, comprehension, analysis, and math computation/application skills. We strongly encourage literacy across the curriculum with an emphasis of embedded vocabulary in all lessons. If teachers integrate these strategies in their lessons, they will have the data to support proficient outcomes for their identified students and performance of students in targeted subgroups.

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 Intervention:
Explain the rationale for selecting this specific 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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Data / Professional Development:
1) All PLC's will have a structured common planning period in order to analyze their common formative assessment and district assessment data, student by student, standard by standard. The PLC will utilize this data to identify systematic Tier 1 instruction and further plan for systematic Tier 2 instruction and intervention during remediation each Friday.

2) Share Data and outcomes with all stakeholders during quarterly SAC meetings.

3) Conduct data chats to review evidence of implementation metrics with stakeholders.

4) 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)

By When: Weekly

Walkthrough/Feedback/Coaching:
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.

Person Responsible: Deborah Ray (dray@ecsdfl.us)

By When: Weekly

Planning:
1) Also, all tested area PLC's will meet once a week after school with their district specialist along with a school based administrator. During these meetings, teachers will plan using pacing guides, test item specifications, and data to ensure lessons are aligned to the intended rigor of the benchmark(s).
2) Teachers will plan to incorporate collaborative and engagement structures into their lesson plans.

Person Responsible: Deborah Ray (dray@ecsdfl.us)

By When: Weekly

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Funding allocations for Title I funds are based on survey 3 poverty data. Schools receive these allocations in the spring and work with Title I and the level directors to determine how those funds are utilized. Title I schools also receive additional funding for low income students to support parent involvement. UniSIG allocations are based on school grade and overall Federal Index rates and are received in late summer. The schools work with the School Transformation Office (STO) and level directors to determine the usage of these funds to maximize impact on student achievement. Both Title I and UniSIG are aligned so there are no resource duplications between these two main school improvement funding sources. The Human Resource Department works with Budgeting, Finance, Title I, STO, and Executive staff to review staffing to ensure schools in need have staffing that reflects the need of the school. Title I, UniSIG, Reading Allocation, ESSER, and SAI funding sources are utilized to add supplemental positions to meet the needs of schools and align to state and district goals. School Improvement funding allocations are also utilized to pay staff to attend planning sessions and professional development sessions with the Professional Development Department and STO based on input from BSI and the district. The district identifies resources for coaching and planning support through the level directors, School Transformation Office, Title I, and Professional Development Department. Schools are tiered based on need including school grade, overall federal index, graduation rates, and ESSA subgroup data. Supplemental resources in addition to the district purchased core resources are reviewed based on the school need and approved for purchase utilizing school improvement funding and SAI funding. The district has also begun to utilize Canvas as the LMS to help support resource allocation to include benchmark aligned lessons, professional development, and content training for schools. Additional support that is identified by quarterly meetings with schools and monthly meetings with the BSI team will be supported through the LMS to ensure school needs and district resources are being appropriately allocated for the 2023-2024 school year.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The Title I Annual Meeting is held during the first quarter of the school year. All stakeholders (families, teachers, staff, and community members) are invited to attend. During this meeting the following information is shared: School Improvement Plan, Parent & Family Engagement Plan, Title I Budget, Parents' Right to Know (defined by Title I law), and the School-Family Compact.

Throughout the school year, SIP progress is regularly shared and discussed through the School Advisory Council. Regardless of membership status, all stakeholders are invited to attend School Advisory Council meetings.

Links to the school's SIP are posted on the school's homepage as well as the schools Our Title I Family page.
1. PFHS Website Link: https://www.escambiaschools.org/pfhs#calendar9629/20230728/month
2. Our Title 1 Family Page: https://www.escambiaschools.org/domain/1713

SIP updates, budget, and Areas of Focus are discussed a quarterly School Advisory Council meetings and regular faculty meetings throughout the year.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

During the 23-24 school year, multiple academic Family Nights are scheduled to build the capacity for involvement and building relationships to improve student academic achievement: College and Career Night, Provide online resources through our school website, Family Resource Center located in the Student Services office, Family Literacy Night, Freshmen and New Student Orientation, Open House, Senior Parent Night, Incoming Ninth Grade Welcome Night, and constant informative pushes for student progression, required assessments, and graduation criteria through our announcements, school marquee, call-out system, social media, and Focus messenger.

The Parent & Family Engagement Plan is shared with families during the Title I Annual Meeting, posted on our website, and messaged directly to families through the student information system FOCUS.

The Parent & Family Engagement Plan is accessible from our school's website. PFHS Website Link: https://www.escambiaschools.org/pfhs#calendar9629/20230728/month

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

PFHS 23-24 Areas of Focus are Positive Culture and Environment specifically relating to Early Warning Systems, Instructional Practices specifically relating to Professional Learning Communities, and Graduation focused on Graduation.

PFHS will continue to embed the PLC process in all content areas to ensure that there is ongoing process that allows the teachers to look at at students data, student by student and standard by standard. This practice will allow teachers to determine quickly and consistently which students need to remediate and reassess their students based on CFA and district data. This process also lends itself for teachers to identify those students that are mastering standards within units and provide them with alternative enriching assignments. We will also continue to focus our efforts with PBIS coach and team to increase student attendance, decrease ODRs, and tardies to class, therefore helping to increase the educational time that is spent in classes. Graduation goals will include to increase our overall graduation rate, college readiness, and acceleration.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Title I, Part C: Migrant families participate in a LEA Advisory Council for English Language Learners. Translators are available for teacher conferences as well as to assist with translation of documents to be provided for families. Family events provide guidance and modeling of emergent literacy development activities.

Title I, Part D: Resources are provided for parents whose children are enrolled in Neglected & Delinquent programs.

ESOL-Title III: Provides supplemental resources for English Language Learners (ELL) such as services and paraprofessionals

Title IV, Part A: Provides students with a well-rounded education, supports safe and healthy students, and supports the effective use of technology. Schools benefit through Capturing Kids' Hearts training and the services of the secondary schools guidance TSA.

Carl Perkins Career and Technical Education Act: Provides funds to increase the quality of career and technical education.

Title IX, Part A: Provides hygiene items, school supplies, enrollment assistance, social work, and advocacy. Assistance for housing, food, clothing, and other emergency support are available for families referred under Title IX.

IDEA: Provides students with disabilities a Free Appropriate Public Education (FAPE) that is tailored to their individual needs including an Individualized Education Plan (IEP), placement in the Least Restrictive Environment (LRE), appropriate evaluation, parent and teacher participation, and procedural safeguards.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our counselors and academic advisors are grade level specific and move with their students as they progress through high school, therefore create relationships that allow for specific feedback and direction for individual needs while on campus as well as outside of school if necessary. We will have two mental health counselors housed on our campus that, once referred and with parent consent, can meet with specific students on a regular basis to ensure their mental health needs are met. Our Navigator also assist our students with food, clothing, and housing needs using a referral process that is shared with

our faculty and staff. Several mentors do come on campus to meet with their mentees weekly to help them navigate issues and questions they may have about school and life concerns. Many of our mentors have worked with their specific students since elementary school and will continue to follow them through graduation.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

PFHS offers the following opportunities for post secondary and workforce programs for our students:
Advanced Placement courses
Dual or concurrent enrollment
Industry certifications available at your school
Career Academies: Culinary Arts, HBA Green Construction Trades, Fire Fighting, and New Media Academy.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Pine Forest High School will use a systematic approach for the provision of interventions and the services related to the area(s) of need for all applicable students. The goal is to ensure the following:
1) Provide effective and high-quality instructional and/or behavioral supports,
2) Monitor all students' progress to make sure they are progressing as expected, and
3) Provide additional support (intervention) to students who are struggling.
RTI can be considered an early intervention tool that is designed to quickly identify students who need extra help, thereby preventing long-term failure. The monitoring of students allows teaching professionals to identify the exact skill areas where pupils need additional instruction that is targeted to a student's individual needs.
Progress Monitoring:
- We monitor the progress of students not as success as their peers in Tier 1 (Level 1 or 2 on B.E.S.T./EOCs)
- Determine if they require differentiated instruction/support in Tier 1, more frequent small group
- If students are in need of Tier 2, we would increase interventions within a small group environment, provide additional resources/supplemental instruction (ALEKS, Chalk Talk, SREB instructional strategies, Progress Learning)
- While Tier 2 will increase the time and intensity of provided interventions, students are able to receive them in a whole/small group setting, amongst their peers.
- Tier 3 interventions for academic and/or behavior would be provided to student in a 1:1 setting, with increase access to supports/resources, tracked for a period of time and adjusted as needed.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

PFHS teachers will meet weekly with their PLCs before or after school to ensure the ongoing data analysis and collaboration of skills and strategies to best meet the needs of their students as a whole. Administration will provide faculty PD utilizing district and contracted professional development that will help teachers with necessary supports in realms a such as PBIS, Mental Health, Data analysis and supportive strategies, engagement, and collaborative teaching. Title 1 supports our PLC planning days by providing financial support for teacher coverage in order for the PLC to collaborate, create their common formative and summative assessments, look at student standard data, and create remediation

and/or enrichment opportunities. Title 1 helps to fund our Instructional Coach position that while implementing the coaching cycle provides modeling, feedback and support to our teachers in all disciplines. A group of 22 teachers and administration attended that PLC at Work conference in Atlanta in July to help increase awareness and implementation of the PLC process.
Capturing Kids' Heart PD will help all teachers build relationships with their students thought the year. Kagan will also be brought in to help teachers with engagement and incorporating collaborative structures into their classroom. To help assist our collaborative teaching model in content area classes, we will again work with the Florida Inclusion Network (FIN) to train our teachers on best collaborative teaching practices. Southern Regional Educational Board (SREB) will be assisting with our Algebra and Geometry PLCs to adopt strategies that will teach students how to connect classroom experiences and hand on expreiements with relevant real world examples and experiences.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A
We do not have a PK program at our high school.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$0.00
2	III.B.	Area of Focus: Graduation: Graduation				$739,663.80
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	100	0862 - Pine Forest High School	UniSIG		$265,000.00
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 "Planning with the administration, BSI, and district content specialists. (115 teachers X 1 hour X 1.5 days X 4 weeks X 10 months X 33)"			
	6300	210	0862 - Pine Forest High School	UniSIG		$35,960.50
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Retirement for "Planning with the administration, BSI, School Transformation Office, and district content specialists. (115 teachers X 1 hour X 1.5 days X 4 weeks X 10 months X 33 x .1357			
	6300	220	0862 - Pine Forest High School	UniSIG		$20,272.50
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Social security "Planning with the administration, BSI, School Transformation Office, and district content specialists. (115 teachers X 1 hour X 1.5 days X 4 weeks X 9 months X 33 x .0765			
	6300	240	0862 - Pine Forest High School	UniSIG		$3,180.00
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Workers Comp for "Planning with the administration, BSI, School Transformation Office, and district content specialists. (115 teachers X 1 hour X 2 days X 4 weeks X 8 months X 33 x .012			
	5100	510	0862 - Pine Forest High School	UniSIG		$6,000.00

			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Science instructional supplies for hands-on experiments to support benchmark aligned instruction. (Petri dishes, building bricks, dice, water beads, meiosis chart set, snap beads, weather water tanks, owl pellets, yarn, plastic spoons, play doh, pathogen models)			
	5100	510	0862 - Pine Forest High School	UniSIG		$15,000.00
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Office instructional supplies to support instruction (Chart paper, paper, pencils, notebooks ,staplers, staples, composition books, clipboards, sticky notes, paper fasteners, sticky flags, manual hole punch, post-it notes, binders, binder clips)			
	5100	519	0862 - Pine Forest High School	UniSIG		$11,483.29
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Ink instructional supplies to support benchmark-aligned instruction.			
	5100	310	0862 - Pine Forest High School	UniSIG		$40,000.00
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 "Sylvan Learning Center tutoring contract for ACT prep 16-Hour ACT Test Prep Program (8 hours of Reading/English, 8 hours of Math) 4 Sessions scheduled with a max of 25 student per session 100 Student books/ 2 books per student (included) Online SylvanPrep.com (included) Total cost: $40,000			
	5100	131	0862 - Pine Forest High School	UniSIG	1.0	$53,035.00
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Pre-approved Resource Teacher position (10 months, 196 days, 7.5 hours per day)			
	5100	210	0862 - Pine Forest High School	UniSIG		$7,197.00
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Retirement for Pre-approved Resource Teacher position (10 months, 196 days, 7.5 hours per day)			
	5100	220	0862 - Pine Forest High School	UniSIG		$4,057.00
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Social Security for Pre-approved Resource Teacher position (10 months, 196 days, 7.5 hours per day)			
	5100	231	0862 - Pine Forest High School	UniSIG		$7,650.00
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Health for Pre-approved Resource Teacher position (10 months, 196 days, 7.5 hours per day)			
	5100	232	0862 - Pine Forest High School	UniSIG		$134.00
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Life for Pre-approved Resource Teacher position (10 months, 196 days, 7.5 hours per day)			
	5100	235	0862 - Pine Forest High School	UniSIG		$170.00
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Dental for Pre-approved Resource Teacher position (10 months, 196 days, 7.5 hours per day)			
	5100	240	0862 - Pine Forest High School	UniSIG		$636.00
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Workers' Comp for Pre-approved Resource Teacher position (10 months, 196 days, 7.5 hours per day)			
	5100	369	0862 - Pine Forest High School	UniSIG		$90,330.40

			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 PAES lab - a research-based, functional skills curriculum with an embedded formative assessment of career potential and employability skills.(Talent Assessment, Inc) The PAES Lab targets post-secondary goals for students with disabilities, provides hands-on activities and project-based learning opportunities that will allow students to apply skills prior to their participation in CTE certification assessments in current academies, and data-driven transition assessments for guidance in identifying post high school outcomes and employment potential. Total cost: 2 Labs x $45,164 x 2 = $90,328			
	5100	100	0862 - Pine Forest High School	UniSIG		$25,344.00
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 EBB After-school tutoring extra pay at the hourly rate to support students remediating their skills and/or credit deficits in the required content areas to meet graduation requirements. (8 teachers x 2 hours x 2 days weekly x 4 weeks x 6 months x 33 hourly rate = $31680			
	5100	210	0862 - Pine Forest High School	UniSIG		$3,439.18
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Retirement for EBB After-school tutoring extra pay at the hourly rate to support students remediating their skills and/or credit deficits in the required content areas to meet graduation requirements. (8 teachers x 2 hours x 2 days a week x 4 weeks x 6 months x 33 hourly rate x .1357 = $3,439.18			
	5100	220	0862 - Pine Forest High School	UniSIG		$1,938.81
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Social security for EBB After-school tutoring extra pay at the hourly rate to support students remediating their skills and/or credit deficits in the required content areas to met graduation requirements. (8 teachers x 2 hours x 2 days a week x 4 weeks x 6 months x 33 hourly rate x .0765			
	5100	240	0862 - Pine Forest High School	UniSIG		$304.12
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Workers' Comp for EBB After-school tutoring extra pay at the hourly rate to support benchmark-aligned instruction. (8 teachers x 2 hours x 2 days a week x 4 weeks x 6 months x 33 hourly rate x .012			
	7800	798	0862 - Pine Forest High School	UniSIG		$23,040.00
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 EBB After-school tutoring transportation to support students in remediating their skills and/or credit deficits in the required content areas to meet graduation requirements.			
	6300	100	0862 - Pine Forest High School	UniSIG		$48,300.00
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Sub coverage compensation plan - Extra pay to accommodate teachers loss of planning due to classroom coverage to support benchmark-aligned instruction. Teacher retention is a targeted goal for school improvement, and teachers covering classes during their planning work beyond the normal hours to complete the instructional tasks to reach the goals embedded in our extensive School Improvement Plan.			
	7900	310	0862 - Pine Forest High School	UniSIG		$3,360.00
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Security guard for EBB After School Tutoring Program ($35 x 2 hours x 2 days a week x 4 weeks a month x 6 months)			
	7730	310	0862 - Pine Forest High School	UniSIG		$2,400.00
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Aloha Bill Rate for Health Technician - School Case Management for students participating in the EBB After School Tutoring Program (1 health tech x 2.5 hours x 2 days weekly x 4 weeks x 6 months x $20 hourly rate) =			
	5100	121	0862 - Pine Forest High School	UniSIG	1.0	$51,855.00

			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Pre-approved Classroom Teacher (Science) position (10 months, 196 days, 7.5 hours per day)			
	5100	210	0862 - Pine Forest High School	UniSIG		$7,037.00
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Retirement for Pre-approved Classroom Teacher (Science) position (10 months, 196 days, 7.5 hours per day)			
	510	220	0862 - Pine Forest High School	UniSIG		$3,967.00
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Social Security for Pre-approved Classroom Teacher (Science) position (10 months, 196 days, 7.5 hours per day)			
	5100	235	0862 - Pine Forest High School	UniSIG		$170.00
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Dental for Pre-approved Classroom Teacher (Science) position (10 months, 196 days, 7.5 hours per day)			
	5100	235	0862 - Pine Forest High School	UniSIG		$131.00
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Life for Pre-approved Classroom Teacher (Science) position (10 months, 196 days, 7.5 hours per day)			
	5100	240	0862 - Pine Forest High School	UniSIG		$622.00
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Worker's comp for Pre-approved Classroom Teacher (Science) position (10 months, 196 days, 7.5 hours per day)			
	510	231	0862 - Pine Forest High School	UniSIG		$7,650.00
			Notes: Pine Forest HS UniSIG SIP: Focus 1 and 2 Health for Pre-approved Classroom Teacher (Science) position (10 months, 196 days, 7.5 hours per day)			

3	**III.B.**	**Area of Focus: Instructional Practice: Professional Learning Communities**				**$46,536.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	310	0862 - Pine Forest High School	UniSIG		$3,000.00
			Notes: Pine Forest HS UniSIG: Focus 1 and 2 Kagan PD - 1 day face to face to face training to support benchmark-aligned instruction			
	6400	310	0862 - Pine Forest High School	UniSIG		$3,000.00
			Notes: Pine Forest HS UniSIG: Focus 1 and 2 Sylvan Learning PD - 2 days x 1500 = 3000			
	6400	330	0862 - Pine Forest High School	UniSIG		$39,036.00
			Notes: Pine Forest HS UniSIG: Focus 1 and 2 PD - Solution Tree Conference Hotel fee = 1069 x 14 staff = 14,966 Car rentals = 5 cars x 334 = 1,670 Registration fee = 779 x 25 staff = 19,475 Food: 4 lunches ($44) + 3 dinners ($57)= $101 x 25 = $2,525 Parking : 4 vans x 4 days x $25 per day = $400			
	6400	100	0862 - Pine Forest High School	UniSIG		$1,500.00
			Notes: Pine Forest HS UniSIG: Focus 1 and 2 Advance Placement Professional Learning for 6 teachers. The online PD courses are set up into four modules: 1. Course and the exam expectations 2. AP classroom that the students utilize throughout the year 3. AP course scoring 4. Course specific strategies and tools Total cost: 6 teachers x 175 = $1500			
					Total:	**$786,199.80**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No