Pine Forest High School

2014-15 School Improvement Plan

Pine Forest High School

2500 LONGLEAF DR, Pensacola, FL 32526

www.escambia.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	Yes	69%

Alternative/ESE Center	Charter School	Minority
No	No	62%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	C	C

School Board Approval

This plan was approved by the Escambia County School Board on 11/18/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Pine Forest High School's administration, faculty, staff, and community stakeholders will prepare students with the highest level of academic rigor for graduation, post-secondary experiences, and workforce readiness.

Provide the school's vision statement

Pine Forest High School's Core Beliefs are:
All students can learn with the highest level of academic rigor to be successful.
All students can complete a program of study that will prepare them for their future.
All students can be productive citizens in the school and in the community.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Students at Pine Forest High School complete a student goals worksheet at the beginning of each school year. Their information is shared with school administrators, guidance counselors, teachers, and parents to collaboratively structure individual academic plans for students that include programs of study and areas of interest.
Teachers at Pine Forest High School are given an external flash drive with which to store state and assessment data, Individual Educational Plans, Health Alerts, 504 plans, progress monitoring plans, and behavior tracking data on each of their students for the school year.
Counselors are assigned to students by grade level cohorts conducive to fostering and maintaining relationships with those students and their parents.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Pine Forest is a Positive Behavior Support (PBS) school. Information on expected behaviors is shared with students, faculty, and staff throughout the school year. Standards for behavioral expectations in the classrooms and all other areas of the school are taught and reviewed by faculty as well as posted throughout the school. Our expectations for student behavior is also shared with all Pine Forest stakeholders on our school website and printed in the academic planners that are given to each student at the beginning of the school year.
Harassment and Bullying reporting mechanisms are provided on our school website. Information on reporting harassment and bullying is taught to all students at each grade level.
Pine Forest has a school Code of Conduct that is taught, reviewed, and signed by all students that participate in extra curricular activities. Students that participate in extra curricular activities are expected to uphold the P.R.I.D.E. standards that are set in our Code of Conduct/.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Because Pine Forest is a PBS school, an emphasis on behavioral expectations is reinforced throughout the school year in a variety of modes. Behavioral expectations for students while in the classroom and on campus are clearly articulated throughout the school on printed posters. Instruction on those expectations is also provided by each faculty member in every class. Additionally, our expectations are shared with all Pine Forest stakeholders on our school website and printed in the academic planners that are given to each student at the beginning of the school year.
Included in this strategy, a Behavioral Incidence Matrix was developed for the school by school leadership, behavior coaches, parents, students, and community members.
Pine Forest has an "In Lieu Of Expulsion" (ILE) curricular program on campus. This program is designed to retain an instructional setting for the student while at the same time modifying negative behaviors that could have resulted in expulsion. A student that meets a specified criterion for behavioral modification is recommended for this program. Students enrolled in this program have an opportunity to participate in course credit recovery, instruction in strategies to modify behavior, and develop career enhancement skills.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Pine Forest attempts to meet the social-emotional needs of its students with the provision of several types of counseling through several different modes. A mental health therapist is provided for all students once a week and on an "on-call" basis. Additionally, a full time overlay counselor is provided by The Lakeview Center who addresses the needs of our ESE population. Lastly, the United States Department of Defense provides a family needs counselor for our military dependent students four days a week.

Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance trending below ninety (90) percent including excused and unexcused absences,out-of-school suspensions, and in-school suspensions.
One or more in school or out-of-school suspensions.
Course failure in English Language Arts or Mathematics
A level 1 score on a standardized state assessment in English Language Arts or Mathematics.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	105	53	43	33	234
One or more suspensions	91	64	46	11	212
Course failure in ELA or Math	55	139	111	105	410
Level 1 on statewide assessment	204	134	94	0	432

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	124	106	73	19	322

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Intensive Reading classes are offered to students scoring a level 1 on a standardized statewide assessment in English Language Arts.
Intensive Algebra I classes are offered for students scoring a level 1 on a standardized statewide assessment in mathematics.
Tutorials are offered twice a week in mathematics.
Collaborative Instruction in classes with a high number of lowest reading and mathematics proficient quartile students.

Family and Community Involvement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

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

Description

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 enhanced literacy strategies. 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.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Pine Forest High School has entered into a community partnership with Navy Federal Credit Union (NFCU). This partnership provides Pine Forest with financial support and mentors for our students. Financial, material, and temporal donations from Navy Federal throughout the year support our Positive Behavior Support (PBS) incentives. These incentives are responsible for improving the student environment at Pine Forest. Employees at NFCU mentor Pine Forest Students by providing guidance in long term financial planning strategies, career building skills, and scholarship opportunities.
Additionally, Pine Forest is in partnerships with several other professional organizations and businesses throughout the Escambia County metropolitan area to support and provide curriculum for our career academies. These partnerships are between the following entities:
Our Green Homebuilders Academy is supported by the Northwest Florida Homebuilders Association.
Our New Teacher Academy is supported by the College of Education at the University of West Florida;

the Early Chidhood Development Academy at Pensacola State College, and the Golden Apple Association sponsored by Wendy's restaurants.

Our Culinary Arts Academy is supported by the Florida Restaurant Association in addition to various chefs and restaurants in the Escambia County metropolitan area.

Our Athletic Department is supported by the Andrews Institute for Orthopaedics and Sports Medicine and Baptist Hospital by providing clinical and therapeutic services to our student athletes, an athletic trainer and a full-time orthopedist who is present at athletic practices and competitions.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

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

Name	Title
Bolling, Rodney	Teacher, K-12
Cunningham, Ranee	Teacher, K-12
Doss, Eileen	Teacher, K-12
Elliott, Jeffrey	Assistant Principal
Freeman, Bryan	Assistant Principal
Gilliland, Kathy	Teacher, K-12
Godwin, Chris	Teacher, K-12
Hutchinson, Karen	Teacher, K-12
Jenkins, Kathy	Teacher, K-12
Johnson, Don	Teacher, K-12
Johnson, Janet	Teacher, K-12
McGowan, Anne	Teacher, K-12
Murphy, Frank	Principal
Phillips, Jane	Teacher, K-12
Rigby, David	Teacher, K-12
Samala, Mike	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Our School Leadership Team (SLT) will meet quarterly to review school wide academic and behavioral data to ascertain the needs of our students and their curricula. Upon reviewing the data, team members will make recommendations for improvements to the appropriate stakeholder for implementation.

Our Response to Intervention (RtI) team will work inclusively with our faculty to close the learning gap that occurs between universal instruction and small group instruction. Specifically, the RtI team will work to incorporate best instructional practices in all classrooms so that students are receiving the highest level of instruction possible.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Pine Forest High School Response to Instruction/Intervention (RtI) team will work individually and collaboratively to provide instructional and interventional guidance, support, and resources to teachers, students, and parents within the Pine Forest High School learning community.

All funds disbursed will be adequately documented with data that will provide an in-depth analysis of the educative value of the activity, the level of academic enrichment, and the effect on student learning growth.

Title I Funds - Monies allocated for Title I will be distributed in following areas of concentration:

Instructional - Literacy Coach, Mathematics Coach, .5 Gifted

Parental Involvement

Professional Development

Instructional Materials/Academic Programs

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

Professional Development

Instructional Materials

School Community Involvement

Computer and Technology Education (CTE) funds will be distributed in the following areas of concentration:

Computer Software and Hardware

Instructional Staff

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Frank Murphy	Principal
Aisha Adkison	Business/Community
Michelle Lewis	Education Support Employee
Barbara Goram	Education Support Employee
Alyssa Dunnaway	Student
Dezahamae McCall	Student
Alexandro Spradling	Student
Chris Kidd	Student
Ashley Frye	Student
Kimberly Hagg	Parent
Jo Pugh	Parent
Tonya Lambert	Parent
Jessica Smith	Parent
Victor Taylor	Parent
Charles Cather	Teacher
Sean Barnes	Parent
Hank Mitchell	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Last year's school improvement plan for Pine Forest was instrumental in empowering our staff to maintain its curricular focus for the 2013-14 school year.
Each of the of the following criteria is a specific facet of the academic environment that the School Improvement Plan (SIP) addressed in the 2013-14 school year:
1) An emphasis on improvements in our students' proficiency on the FCAT Reading and End of Course Exams (EOC) for the 2013-14 school year allowed us to realize great increases in the scores for each socio-economic demographic in many academic courses with the exception of US History. In that course assessment, our school wide proficiency dropped a total of 3 points from the previous year.
2) The number of graduating and Industry Certified students improved dramatically from the previous year. Additionally, the scores of students taking a College Readiness assessment were augmented.
3) The number of parents who participated in the leadership of the school environment increased as well.

Development of this school improvement plan

The School Advisory Council (SAC) actively contributed to the development of Pine Forest's SIP. Specifically, the SAC articulated the language to craft the school's vision. It developed activities with the goal of drawing out increasing levels of parental involvement. Finally, the SAC developed a strategy to assess and remediate the various economic needs of our disadvantaged students.

Preparation of the school's annual budget and plan

The funds for the Pine Forest's annual budget are received from the Escambia County school district in April, 2014. The school's leadership team working in association with our School Advisory Council review and discuss the amount of funds available for our school in the coming academic year. (2014-15) The Pine Forest Leadership Team and School Advisory Council also review and discuss academic, behavioral, and instructional data to assess the consequent needs for the 2014-15 school year. After a careful consideration of the curricular focus for our school, the groups make recommendations for budgetary expenditures that would ideally effectively support that goal. The budget is then approved and signed by the Chairperson of the School Advisory Council and returned to the school district administrative offices for final approval from the Director of High Schools.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The SIP funds that were allocated last year primarily focused on materials required for enhanced student engagement. These items were smart boards, classroom sets of calculators, digital projectors, document cameras, laptop carts, individual classroom interactive white boards, and iPads for instructional staff members.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Doss, Eileen	Teacher, K-12
Freeman, Bryan	Assistant Principal
Elliott, Jeffrey	Assistant Principal
Johnson, Janet	Teacher, K-12
Lowe, John	Teacher, K-12
Jenkins, Kathy	Teacher, K-12
Hutchinson, Karen	Teacher, K-12
Murphy, Frank	Principal
McAuliffe, Kevin	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Pine Forest's Literacy Leadership Team's (LLT) primary objectives are the implementation of strategies to improve literacy in all classes throughout our curriculum and the preparation of our students to successfully negotiate the increased academic rigor anticipated in the new Florida Standards statewide assessment.
Our school's implementation of the strategies contained within the Literacy Design Collaborative (LDC) require teachers to include extended writing assignments and instruction in each thematic unit and to augment each unit with a variety of primary sources. These primary sources and/or informational texts will concretize abstract concepts for students, primarily by providing the relevance

students will need to respond to an essential question with supportive evidence at the completion of an assigned performance assessment.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Pine Forest's faculty are provided multiple opportunities to collaboratively plan throughout the school day and school year. Specifically, all teachers are able to plan instruction together from 7:40 am to 8:20 am on most weekdays. We also offer our faculty Professional Development courses twice a month on various topics that elicit collaborative planning to emphasize student engagement. Additionally, Pine Forest has established Professional Learning Communities(PLC) among the faculty that share an academic discipline The PLCs meet every Friday from 7:45 am- 8:15 am to discuss best instructional practices and strategies unique to their specific discipline. Finally, our master schedule was designed so that teachers of the same academic discipline share a common free period to facilitate collaborative planning. In that way, our Biology, Reading, American History, and Algebra teachers all share the same planning period.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Pine Forest's recruiting strategies for new teachers are coincident with those of the school district of Escambia County. The school district's new teacher initiative, the Special Teachers Assisting Rising Teachers(S.T.A.R.T.) Program, provides mentoring, professional development, and resources to first year teachers. Selected school district staff assist new teachers in acclimating to our school's culture. Each administrator at our school works closely with the school district's human resources personnel to screen eligible applicants and hire and retain highly qualified instructional staff.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Each teacher who is new to Pine Forest High School is paired with a veteran teacher of the same academic discipline who acts as a mentor for the new teacher. The veteran teacher assists the new teacher with curriculum planning, preparation for formal evaluations, and acquainting him or her with the procedures and policies of our high school.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Pine Forest High School ensures that its instructional programs and materials are aligned to Florida standards in a variety of ways. Our teachers served on recent textbook adoption committees to examine and recommend texts that have the Florida standards as the principle curricular element throughout all of the publisher's provided resources. The Mathematics and Language Arts textbooks adopted for the 2014-15 school year as well as the accompanying electronic and print resources that we use in our classes emphasize the new Florida Standards. Our teachers have been trained by our school district curriculum specialists on the design of curricula with an emphasis on the Florida Standards resources provided by the textbook publisher.

Lastly, our Professional Development and Small Learning Communities conduct workshops to familiarize all faculty with the Florida Standards and how to successfully integrate them into their daily lessons.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data from the following sources are used to meet the diverse needs of students:
Reading: FCAT, FAIR-FS, Fluency
Math: Algebra EOC, Geometry EOC, District SAE's, Semester Exams, School Net
Science: Pre and Post Bilogy Test, District SAE's, Q1 and Q2, School Net
US History: School net
Writing: School prompts, State writing assessment
Behavior: Local data source and FOCUS
Our teachers use this data to inform their instruction according to the varying levels of proficiency scored by the students. For example, a unit of instruction will be modified to provide additional time remediate a skill that was scored less than proficient on a recent assessment.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 0

- Professional development training is offered to teachers twice monthly.
- Mathematics tutorials are offered to low performing math students twice weekly.
- ACT/SAT preparatory courses are offered to participating students on Saturdays.
- Professional Learning Communities have been established among the faculty that concentrate on the following areas of the school environment:
Behavior - Positive Behavior Support Teams
Mathematics - Math Design Collaborative
English/Language Arts - Literacy Design Collaborative
Collaborative Teaching - Co-Teaching Support with Florida Inclusion Network

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Murphy, Frank, fmurphy@escambia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected on a quarterly basis to determine the satisfactory progress of students in the core content areas, behavior, attendance, and college readiness.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Incoming Pine Forest 9th grade students who have been identified and considered at-risk are invited to attend a Bridge Program for sixteen (16) days during the month of June. The students that participate are encouraged to develop organizational skills, note taking skills, reading strategies, and basic algebraic skills through peer motivation. Additionally, our students meet with guidance counselors to discuss graduation requirements and major areas of interest so that each student can start high school highly motivated to complete his or her course of study. Students also have the opportunity meet athletic coaches, club sponsors, and members of student organizations in our school that encourage the new students to become a part of our school culture. At the conclusion of this program, completing students receive .5 credit for participating in the Bridge Program as an elective.

Incoming seniors and their parents are invited to attend a college and career night hosted at Pine Forest each spring. College admission counselors, financial aid advisers, military recruiters, local businesses and other stakeholders present information on opportunities to pursue college or a career after graduation. Military and college recruiters frequently visit Pine Forest during the Fall and Spring semesters to speak to interested seniors.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

At Pine Forest, we rely on our grade level guidance counselors to foster an awareness of college and career requirements among the student population. The guidance counselors meet with the students in their grade level in order to review the students' academic history, credits earned, and end of course assessments scores so that students possess the information with which to advance to the subsequent academic year with peers in their particular cohort. Additionally, mentors from NFCU visit frequently and present media to the students that emphasize college and career readiness. Finally, Pine Forest is home to a unit of the Naval Junior Reserve Officer Training Corps (NJROTC) which prepares students for a mutltide of careers in the United States Armed Forces.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Pine Forest is home to several career/ technical academies. Each academy designs curricula for elective courses whose foci are the development of the knowledge and skills unique to the career that is the emphasis of the academy. Our students are then enabled to explore aspects of a career or technology that suits their interests in the pursuit of their post-graduation endeavors.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Pine Forest High School has entered into an educational partnership with the Southern Regional Education Board to implement rigorous academic principles through their Math Design Collaborative and the Literacy Design Collaborative Models. These principles are designed to coordinate the implementation of literacy strategies throughout our curriculum, allow for effective reasoning strategies by engaging students in productive struggles and provide formative assessments for teachers to gauge their students' progress.

Students in each grade level participate in a mentorship program implemented in their homeroom classes. Business partners are assigned to the students and they work collaboratively with instructional staff to develop a curriculum on financial literacy, workplace behavior and expectations, resume writing, and enhancing interviewing skills.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

A review of the High School Feedback Report indicates that a significant number of students indicated that they felt adequately prepared for postsecondary academics. Our students are able to take college preparatory courses in English, Math, and Social Sciences. These courses prepare students for postsecondary academics by exposing students to advanced concepts in rhetoric, composition, computation and calculus.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase student achievement.

G2.   Increase student engagement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student achievement. [1a]

G045004

Targets Supported [1b]

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	65.0

Resources Available to Support the Goal [2]

- Positive Behavior Support program

- Collaboration with the Southern Regional Education Board

- Providing Professional Development that supports and enhances student achievement and growth.

Targeted Barriers to Achieving the Goal [3]

- Attendance

Plan to Monitor Progress Toward G1. [8]

Increase in student achievement based on their scores on the Florida Standards assessment

Person Responsible

Frank Murphy

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Evaluate student grades to determine their academic growth.

G2. Increase student engagement. `1a`

🔍 G038735

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	59.0
4-Year Grad Rate (At-Risk)	45.0
Bio I EOC Pass	65.0

Resources Available to Support the Goal `2`

- Literacy Coach, Southern Regional Education Bureau, Literacy Design Collaborative, School Community Business Partners, Title I Funds

Targeted Barriers to Achieving the Goal `3`

- Poor attendance, teachers who are unreceptive to student engagement strategies/structures, poor writing abilities of students, lack of monetary resources, an increase in the number of parents who are unable to participate in parental involvement activities.

Plan to Monitor Progress Toward G2. `8`

Informal and formal assessments, teacher attendance in training activities, student performance in content areas, parent attendance, student attendance percentage

Person Responsible

Schedule

Monthly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Results of formal and informal assessments, documentation of student attendance (FTE), documentation of parent attendance, documentation of teacher attendance (professional development)

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase student achievement. `1`

🔑 G045004

G1.B1 Attendance `2`

🔑 B110971

G1.B1.S1 Conduct quarterly meetings with counselors to review student attendance rates below 90%. `4`

🔑 S122428

Strategy Rationale

Identify At Risk students who demonstrate the potential to drop out of school caused be academic failures consequent to poor attendance.

Action Step 1 `5`

Grade level counselors will meet with students in their cohort whose attendance rate falls below 90%.

Person Responsible

Jeffrey Elliott

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Attendance data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Grade level guidance counselors will monitor At Risk students to ensure improvement is being made throughout the school year by reviewing attendance data utilized through FOCUS.

Person Responsible

Jeffrey Elliott

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Attendance data from FOCUS will be collected on a quarterly basis.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

The increase in student attendance rate.

Person Responsible

Frank Murphy

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Attendance data from FOCUS.

G2. Increase student engagement. 1

🔍 G038735

G2.B1 Poor attendance, teachers who are unreceptive to student engagement strategies/structures, poor writing abilities of students, lack of monetary resources, an increase in the number of parents who are unable to participate in parental involvement activities. 2

🔍 B093055

G2.B1.S1 Professional Development activities are provided twice a month to encourage behaviors in instructional staff members that enhance student engagement in the classroom environment.. 4

🔍 S104029

Strategy Rationale

Action Step 1 5

Provide numerous resources and training opportunities for our instructional staff members.

Person Responsible

Frank Murphy

Schedule

Biweekly, from 8/28/2014 to 6/2/2015

Evidence of Completion

Participatory documentation for Instructional Staff, the percentage of passing grades on formal assessments/classroom pass rate, Attendance Documentation for Parental Involvement Activities.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Data Collection for individual instructional staff members i.e. informal and formal assessments, FAIR, FCAT, District Subject Area Exams, School-wide Behavior Management Team Disciplinary Reports, Parental Involvement Documentation of Attendance and Parent Satisfaction Surveys

Person Responsible

Schedule

Evidence of Completion

End of the Year Review and Escambia Education Evaluation (E3) Reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Quarterly assessments, formal assessments, quarterly disciplinary reports, and input from school community in survey format.

Person Responsible

Schedule

Evidence of Completion

End of the Year Academic Reports/Assessments and Educator Evaluation System

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Provide numerous resources and training opportunities for our instructional staff members.	Murphy, Frank	8/28/2014	Participatory documentation for Instructional Staff, the percentage of passing grades on formal assessments/ classroom pass rate, Attendance Documentation for Parental Involvement Activities.	6/2/2015 biweekly
G1.B1.S1.A1	Grade level counselors will meet with students in their cohort whose attendance rate falls below 90%.	Elliott, Jeffrey	8/18/2014	Attendance data	5/29/2015 quarterly
G1.MA1	Increase in student achievement based on their scores on the Florida Standards assessment	Murphy, Frank	9/15/2014	Evaluate student grades to determine their academic growth.	5/29/2015 quarterly
G1.B1.S1.MA1	The increase in student attendance rate.	Murphy, Frank	8/18/2014	Attendance data from FOCUS.	5/29/2015 quarterly
G1.B1.S1.MA1	Grade level guidance counselors will monitor At Risk students to ensure improvement is being made throughout the school year by reviewing attendance data utilized through FOCUS.	Elliott, Jeffrey	8/18/2014	Attendance data from FOCUS will be collected on a quarterly basis.	5/29/2015 quarterly
G2.MA1	Informal and formal assessments, teacher attendance in training activities, student performance in content areas, parent attendance, student attendance percentage		8/18/2014	Results of formal and informal assessments, documentation of student attendance (FTE), documentation of parent attendance, documentation of teacher attendance (professional development)	6/2/2015 monthly
G2.B1.S1.MA1	Quarterly assessments, formal assessments, quarterly disciplinary reports, and input from school community in survey format.		End of the Year Academic Reports/ Assessments and Educator Evaluation System	one-time	
G2.B1.S1.MA1	Data Collection for individual instructional staff members i.e. informal and formal assessments, FAIR, FCAT,		End of the Year Review and	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	District Subject Area Exams, School-wide Behavior Management Team Disciplinary Reports, Parental Involvement Documentation of Attendance and Parent Satisfaction Surveys		Escambia Education Evaluation (E3) Reports		

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Increase student engagement.

G2.B1 Poor attendance, teachers who are unreceptive to student engagement strategies/structures, poor writing abilities of students, lack of monetary resources, an increase in the number of parents who are unable to participate in parental involvement activities.

G2.B1.S1 Professional Development activities are provided twice a month to encourage behaviors in instructional staff members that enhance student engagement in the classroom environment..

PD Opportunity 1

Provide numerous resources and training opportunities for our instructional staff members.

Facilitator

Administrative Staff, District Instructional Specialists, School Community Partners (SREB, Florida Inclusion Network)

Participants

Pine Forest High School Instructional Staff / Educational Support Personnel

Schedule

Biweekly, from 8/28/2014 to 6/2/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase student achievement.

G1.B1 Attendance

G1.B1.S1 Conduct quarterly meetings with counselors to review student attendance rates below 90%.

PD Opportunity 1

Grade level counselors will meet with students in their cohort whose attendance rate falls below 90%.

Facilitator

Jeff Elliott and grade level guidance counselors

Participants

Students with attendance rates below 90%.

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**