

Escambia County School District

# PINE FOREST HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

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## School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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The mission of Pine Forest High School is to create a warm, safe and inviting environment that will foster lifelong learning and relationships. As a priority, the administration, faculty, and staff will commit to the success of every student so that they will be college and/or career ready after high school graduation. As a whole, we will create equitable and accessible learning environments that meet the needs of all students in order to facilitate learning mastery at all levels.

### Provide the school's vision statement

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It is the purpose of Pine Forest High School to motivate, educate, and empower students to learn and become productive and contributing members of society. All students will be afforded an opportunity to not only learn, but also to participate, succeed, and excel in a variety of activities at school. Pine Forest will always strive to have clear and consistent communication within the school and among their stakeholders.

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

Emily King

#### Position Title

Assistant Principal

#### Job Duties and Responsibilities

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AP of School Instruction. Maintains the PLC process, ensures proper curriculum is being used, and that best practices in classroom teaching strategies are being utilized. Analyzes common formative and summative assessment data with the PLCs as well as quarterly and semester data to help adjust as needed for each core area. Oversees ESOL student services, SAT/ACT, DE and AP courses.

## Leadership Team Member #2

### Employee's Name

Melanie McElhaney

### Position Title

Principal

### Job Duties and Responsibilities

---

School Principal oversees: Athletics/Booster Clubs, Budgeting/Finance, Curriculum and Instruction, Data Analysis, ESE, Faculty and Staff Evaluations and Assignments, Instructional Leadership, Graduation, Hiring Practices, New Construction Projects, Outside organizations Personnel and Teacher Retention, Professional Development, Professional Learning Community, Professional Learning Teams, School Advisory Council, School Climate & Culture School Improvement, School Safety, START Teachers, Title I

## Leadership Team Member #3

### Employee's Name

Latasha Jordan

### Position Title

Assistant Principal

### Job Duties and Responsibilities

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Assistant Principal of Student Services. Oversees the master calendar for PFHS, EOC/State testing/ CLT testing for students, assist guidance with student graduation requirements and mental health services.

## Leadership Team Member #4

### Employee's Name

Bakari Franklin

### Position Title

Assistant Principal

### Job Duties and Responsibilities

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Assistant Principal of Facilities and Discipline. Helps to maintain the facility with work orders and a relationship with the district maintenance staff. Works hand in hand with the school discipline team and Rti coordinator to help decrease excessive absences and ODRs.

## **Leadership Team Member #5**

### **Employee's Name**

Jennifer Baldwin

### **Position Title**

Instructional Coach

### **Job Duties and Responsibilities**

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Works with Mrs. King to help maintain high levels of instruction and collaboration within the PLCs. She works to help all content area teachers to utilizes proven strategies that will help students at all levels in their classrooms show growth toward mastery of content area standards.

## **Leadership Team Member #6**

### **Employee's Name**

Christpoher Cable

### **Position Title**

NJROTC Department Chair

### **Job Duties and Responsibilities**

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NJRTOC department chair for PFHS. Helps students to become college and/or career ready after graduation with course requirements. Certifications can be earned in NJROTC as well.

## **Leadership Team Member #7**

### **Employee's Name**

Craig Sayle

### **Position Title**

Social Studies Department Chair

### **Job Duties and Responsibilities**

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Social Studies department chair for PFHS. Helps students to become college and/or career ready after graduation with course requirements. Works with his department to helps students reach mastery in the all their courses, focused on the US History EOC proficiency and increasing AP Social studies courses that are offered at PFHS.

## **Leadership Team Member #8**

### **Employee's Name**

Neal Cannon

### **Position Title**

Science Department Chair

### **Job Duties and Responsibilities**

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Science department chair for PFHS. Helps students to become college and/or career ready after graduation with course requirements. Works with his department to help all students reach mastery in all their courses, focused on the Biology EOC proficiency and increasing AP Science courses that are offered at PFHS.

## **Leadership Team Member #9**

### **Employee's Name**

Bricquel Clark

### **Position Title**

Fine Arts Department Chair

### **Job Duties and Responsibilities**

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Fine Arts department chair for PFHS. Helps students to become college and/or career ready after graduation with course requirements. Works with her department to help all students reach mastery in all their courses. Though it is an elective, this department focuses on the relationships that can be maintained at our school that help to increase positive behavior.

## **Leadership Team Member #10**

### **Employee's Name**

Tonita Goldston

### **Position Title**

ELA Department Chair

### **Job Duties and Responsibilities**

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ELA department chair for PFHS. Helps students to become college and/or career ready after graduation with course requirements. Works with her department to help all students reach mastery in all their courses, focused on the PM1-PM3 proficiency and Learning gains and increasing AP ELA courses that are offered at PFHS. She also assists the 11//12 ELA PLC to increase SAT/ACT/CLT scores for concordant graduation score requirements.

## **Leadership Team Member #11**

### **Employee's Name**

Larry Lewis

### **Position Title**

Foreign Language Department Chair



**Job Duties and Responsibilities**

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Foreign Language department chair for PFHS. Helps students to become college and/or career ready after graduation with course requirements. Works with her department to help all students reach mastery in all their courses. These courses are also NCAA requirements for athletes and for Bright Future Scholarships.

**Leadership Team Member #12****Employee's Name**

Shaun Harris

**Position Title**

Physical Education Department Chair

**Job Duties and Responsibilities**

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Physical Education department chair for PFHS. Helps students to become college and/or career ready after graduation with course requirements. Works with her department to help all students reach mastery in all their courses. Though it is an elective, this department focuses on the relationships that can be maintained at our school that help to increase positive behavior.

**Leadership Team Member #13****Employee's Name**

David Dawson

**Position Title**

CTE Department Chair

**Job Duties and Responsibilities**

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CTE department chair for PFHS. Helps students to become college and/or career ready after graduation with course requirements. Certifications can be earned in all the CTE courses as well. This department oversees the academies that are housed on the PFHS campus: Culinary, Construction, Digital Media, Cyber Security, and Fire Fighting.

**Leadership Team Member #14****Employee's Name**

Matthew Kirby

**Position Title**

ESE Department Chair

**Job Duties and Responsibilities**

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ESE department chair for PFHS. Works with administration and teachers to ensure that that our SWD are given the proper accomadations that meet the needs of their IEPs. Helps to analyze data and assists the behavior coaches to implement necessary strategies within the classroom environment o help the students in all subject areas.

## **Leadership Team Member #15**

### **Employee's Name**

Veronica McCants

### **Position Title**

Math Department Chair

### **Job Duties and Responsibilities**

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Math department chair for PFHS. Helps students to become college and/or career ready after graduation with course requirements. Works with her department to helps all students reach mastery in the all their courses, focused on the Algebra and Geometry EOC proficiency.

## **Leadership Team Member #16**

### **Employee's Name**

Nathlee Osborn

### **Position Title**

ESOL Department Chair

### **Job Duties and Responsibilities**

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ESOL department chair for PFHS. Helps all current, new, and exiting ESOL students to become college and/or career ready after graduation with course requirements, focuses on the ESOL for Reading, ESOL for English 1-4, and the Developmental Language Arts course. Works with Mrs. King and guidance to ensure proper course placement of all ESOL level students. Coordinates with ESOL TAs to maintain a push in schedule for all core classes that have ESOL students in need of assistance.

## **Leadership Team Member #17**

### **Employee's Name**

Troy Floyd

### **Position Title**

Discipline Department Chair

### **Job Duties and Responsibilities**

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Discipline Department Chair. Works with Mr. Franklin and the behavior team to establish school wide

policies and procedures to ensure the safety and well being of our faculty, staff, and students. Helps to track data for ODR's, OSS, and ISS and create strategies so that we see a decrease in these numbers in all grade levels and areas.

## **Leadership Team Member #18**

### **Employee's Name**

Tai Knight

### **Position Title**

Student Services Department Chair

### **Job Duties and Responsibilities**

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Student Services Department Chair. Work with Mrs. Jordan and her students services department to meet with students in their cohorts to ensure that all students are on track for graduation and to be college and career ready. Helps to organize parent meetings, junior and senior parent night events, night school and after school program organization that help students recover any necessary credits for graduation purposes as well.

## C. Stakeholder Involvement and Monitoring

### 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. (ESEA 1114(b)(2))

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

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Input from our stakeholders was taken during quarterly School Advisory Council meetings. SAC meetings involved faculty, staff, students, parents, and community members. The annual PFEP meeting was held in January and also offered parents, students, and community members the opportunities for input in the SIP as well as other areas of our school.

### 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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The SIP is monitored for effective implementation and impact on increasing the achievement of students in weekly PLC meetings. Administration attends these meetings and bi-weekly district specialists are also in attendance to ensure that teachers are instructing students on grade level standards with rigor to show student mastery by the end of the school year. Adjustments will be made as data is analyzed and different strategies are attempted in classrooms. This could happen more frequently in some course than others. The SIP MOY will allow for another in depth look at the goals set and where progress is being made and where adjustments need to be made.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH 9-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>72.1%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>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)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: C 2022-23: C* 2021-22: D 2020-21: 2019-20:</b>

## E. Early Warning Systems

### 1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## 2. Grades 9-12 (optional)

### Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	175	152	142	109	578
One or more suspensions	189	100	137	75	501
Course failure in English Language Arts (ELA)	52	95	50	28	225
Course failure in Math	42	62	39	20	163
Level 1 on statewide ELA assessment	194	166	175	1112	1,647
Level 1 on statewide Algebra assessment	158			158	316

### Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	250	199	199	112	760

### Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	46	48	52	8	154
Students retained two or more times	34	46	28	12	120

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**



## A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	29	45	55	25	40	50	26	42	51
ELA Grade 3 Achievement **									
ELA Learning Gains	47	51	57				37		
ELA Learning Gains Lowest 25%	56	50	55				35		
Math Achievement *	35	38	45	32	37	38	16	33	38
Math Learning Gains	48	50	47				31		
Math Learning Gains Lowest 25%	61	49	49				46		
Science Achievement *	47	67	68	37	58	64	27	33	40
Social Studies Achievement *	58	66	71	30	56	66	33	47	48
Graduation Rate	81	82	90	77	79	89	91	57	61
Middle School Acceleration								44	44
College and Career Readiness	40	63	67	49	63	65	51	59	67
ELP Progress	42	41	49	28	47	45	49		

\*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.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

**B. ESSA School-Level Data Review (pre-populated)**

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	49%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	544
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	81%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
49%	43%	40%	42%		47%	46%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	40%	Yes	5	
English Language Learners	43%	No		
Asian Students	58%	No		
Black/African American Students	47%	No		
Hispanic Students	48%	No		
Multiracial Students	51%	No		
White Students	55%	No		
Economically Disadvantaged Students	49%	No		

## 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%
Students With Disabilities	34%	Yes	4	
English Language Learners	28%	Yes	2	2
Asian Students	40%	Yes	1	
Black/African American Students	33%	Yes	4	
Hispanic Students	43%	No		
Multiracial Students	54%	No		
White Students	55%	No		
Economically Disadvantaged Students	42%	No		

## 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%
Students With Disabilities	30%	Yes	3	1
English Language Learners	29%	Yes	1	1
Native American Students				
Asian Students	51%	No		
Black/African American Students	32%	Yes	3	
Hispanic Students	40%	Yes	1	
Multiracial Students	46%	No		
Pacific Islander Students				
White Students	51%	No		
Economically Disadvantaged Students	38%	Yes	1	

### D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	29%		47%	56%	35%	48%	61%	47%	58%		81%	40%	42%
Students With Disabilities	10%		41%	55%	23%	47%	61%	30%	37%		87%	12%	
English Language Learners	3%		49%	54%	45%	67%		25%	61%		70%	14%	42%
Asian Students	56%		76%		50%			50%	60%				
Black/African American Students	22%		42%	54%	36%	47%	64%	40%	55%		78%	29%	
Hispanic Students	26%		50%	53%	37%	57%		40%	66%		86%	21%	43%
Multiracial Students	37%		51%		36%	40%		69%	48%		76%	50%	
White Students	38%		51%	60%	31%	48%	53%	57%	62%		86%	63%	
Economically Disadvantaged Students	29%		47%	55%	36%	47%	61%	47%	56%		79%	36%	50%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%	28%
Students With Disabilities	16%				34%			24%	20%		79%	29%	
English Language Learners	3%				15%			17%	18%		86%	0%	54%
Asian Students	15%				40%			64%					
Black/African American Students	18%				28%			23%	18%		74%	39%	
Hispanic Students	24%				33%			43%	39%		82%	25%	55%
Multiracial Students	38%				43%			49%	19%		81%	92%	
White Students	37%				36%			54%	52%		78%	70%	
Economically Disadvantaged Students	22%				29%			32%	24%		74%	47%	64%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%
Students With Disabilities	12%		29%	32%	11%	30%	41%	17%	19%		86%	25%	
English Language Learners	8%		37%	45%	12%	29%	45%	28%	7%				49%
Native American Students													
Asian Students	46%		46%		40%	43%					90%		40%
Black/African American Students	16%		29%	29%	9%	26%	44%	13%	22%		93%	41%	
Hispanic Students	24%		44%	48%	18%	28%	42%	33%	30%		89%	33%	51%
Multiracial Students	27%		34%		23%	35%		43%	36%		100%	69%	
Pacific Islander Students													
White Students	40%		46%	46%	27%	40%	59%	42%	52%		90%	65%	
Economically Disadvantaged Students	21%		35%	35%	13%	28%	47%	22%	29%		89%	47%	50%



## E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	29%	44%	-15%	53%	-24%
Ela	9	25%	42%	-17%	53%	-28%
Biology		47%	64%	-17%	67%	-20%
Algebra		32%	41%	-9%	50%	-18%
Geometry		41%	46%	-5%	52%	-11%
History		59%	64%	-5%	67%	-8%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		18%	15%	3%	16%	2%
Geometry		14%	13%	1%	21%	-7%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		16%	16%	0%	17%	-1%
Geometry		10%	18%	-8%	16%	-6%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### Most Improvement

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

---

The greatest growth has been in our US History class that increased by 28%.

All PLCs meet with district specialists and TSAs weekly to analyze CFA and CSA data. Admin did continuous classroom walkthroughs to temperature check the schoolwide look-fors which included Common Board Configuration, Engagement, Collaboration and Capturing Kid's Hearts strategies, and Differentiation.

Social Studies teachers also focused heavily on annotation and various literacy strategies that we saw in all classrooms on a regular basis.

##### Lowest Performance

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

---

Though they increased, ELA had the lowest growth compared to all the other tested areas during the 23-24 school year, only increasing by 4 points. In our 9th grade PLC was all new teachers, including the reading teacher, which was a position that say three different teachers come and go as well as various subs throughout the school year. The 10th grade PLC had two brand new teachers and one that had only taught middle school social studies for one year before becoming a member of this team. Their "veteran" is only a third year teacher. Attendance with this PLC could be an issue at times, but has been addressed with their evaluator.

##### Greatest Decline

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

---

We had no data decreases this year.

##### Greatest Gap

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 ELA with a 24% gap. PFHS was at 29% and the state was 53%. The contributing factors to the gap in data include three novice teachers in 9th grade and three novice ELA teachers in 10th grade.

### **EWS Areas of Concern**

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

---

Again this year, the focus of this area will focus on absences/tardies and Office Discipline Referrals with a concentration on lost days of instructional time. We will implement our PBIS rewards for positive attendance and no referrals. Our RTi coach will also help to track and contact students that have attendance issues.

### **Highest Priorities**

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

---

1. ESE Proficiency
2. Certifications Earned
3. Decreased Office Referrals/OSS
4. Continue to increase Proficiency in ELA 9/10 with School wide Literacy Strategies.
5. Increasing our Federal Index for our SWD ESSA group that is currently at 40%.

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Graduation/Acceleration specifically relating to Graduation

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

We graduate students ready to be successful in whatever track they chose to take, be it college or career readiness. 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 school wide 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

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. 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. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

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. 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**

Melanie McElhaney

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### **Description of Intervention #1:**

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 - 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 - Chalk Talk (Algebra I and ACT Preparation) - ALEKS - supplemental program that will assist students with additional instructional activities to assist with mathematic standards

**Rationale:**

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:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Student Services and School Instruction Monitoring

**Person Monitoring:**

Latasha Jordan/Emily King

**By When/Frequency:**

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.

**Describe the Action to Be Taken and how the school will monitor the impact of this action 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 4. A school wide Quarter Grade Recovery Plan will be implemented The following will be provided: --Grade recovery through Edgenuity --Tutoring provided by District Math TSA, Chalk Talk, Progress Learning --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

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Professional Learning Communities**

### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

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: Students with disabilities is our only remaining subgroup that is not at the 41% threshold, yet did increase to 40% this year. This and to continue to increase our certification numbers will continue to our focuses for this school year.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Students, including all ESSA subgroups, but focusing on our SWD's, will show growth or achieve 41% or above proficiency in ELA, Math, Science, and Social Studies by the end of the 2024-2025 school year on F.A.S.T. and EOC's.

In ELA we would like continue to show growth from this year's 41%.

In Biology we would like to close or show growth towards the gap between 41% and our SWD by 12%.

In Math we would like to close or show growth towards the gap between 41% and our SWD by at least 18%.

In History we would like to close or show growth towards the gap between 41% and our SWD by at least 5%.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

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. Bi-weekly meetings will occur with subject area specialists and TSAs with PLCs as well. 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.

#### **Person responsible for monitoring outcome**

Emily King

#### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

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.

#### **Rationale:**

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 9th 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, school wide 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 and annotation 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 Common Lit assessment performance -- Continue the use and tracking methods of Practice Profiles and Progress Learning --MTSS process to review Tier 3 data--Rtl Coordinator, ESE Coordinator, Instructional Coach, and Administrator

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Professional Development and Data

**Person Monitoring:**

Emily King

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action 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.

**Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

**ESSA Subgroups specifically relating to Students With Disabilities (SWD)**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

According to the 2023 FAST and EOC data, our SWD ESSA sub category was the only one that did

not meet the required 41%, but instead was at 40%. Based on the data and identified contributing factors of: Access points students scores did not count this year due to this being the first year of their new testing, high number of Level 1 and 2 students, and the the largest number of SWD on a high school campus in our district.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

For the 23-24 School year, our SWD were only at 40%. With the continued support of the school wide PLC process that allows our teachers to look at student formative and summative assessment data student by students and standard by standard in order to remediate or encourage continued growth toward standard mastery. Using this model, and abiding by the IEP accomdations for classroom and testing situations, 45% of our SWD will score proficiently on the 24-25 state assessments.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Administration along with our ESE department chair and Instructional coach will sit on the ESE PLC and Core Content Area PLC to ensure that data is being used to create strategies where needed to help any students that are not mastering standards during formative and/or summative assessments. Data will be reviews bi-weekly with admin, instructional coach, and district content area specialists. During classroom walkthroughs, admin will look for aspect and indications of differentiation. Teachers will use our remediation time on each Friday to provide support to those students that are not showing standards mastery growth.

### **Person responsible for monitoring outcome**

Melanie McElhaney/Emily King

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

Professional Learning Communities

#### **Rationale:**

Professional Learning Communities are a practice that fosters collaborative learning among colleagues that focuses on improving a problem of practice.

#### **Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Professional Development

**Person Monitoring:**

Emily King

**By When/Frequency:**

August 12, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

During Pre-School In-service, all PFHS teachers will rotate through a PD presented by Mr. Kirby, ESE department Chair. He will provide Professional Development for all teachers on effective implementation of differentiation and the various accommodations that can be seen in the IEP's on our campus.

**Action Step #2**

Specific Master Scheduling and TA scheduling

**Person Monitoring:**

Latasha Jordan/Matthew Kirby

**By When/Frequency:**

August 12, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Students were placed with intentionality in all their classes. Along with looking at our top 20 discipline issues and ESOL students, SWD were placed with teachers that have had success with them per data on past state assessments. The Support Facilitators and TA's were placed to assist where SWD numbers were higher in all core content tested areas.

**Action Step #3**

Professional Learning Communities

**Person Monitoring:**

Emily King

**By When/Frequency:**

Weekly/Bi-weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers in all content areas, including ESE, will attend weekly PLC meetings to collaborate on data from their common formative and summative assessments. They also focus on the four PLC questions: 1. What do we want all students to know and be able to do? 2. How will we know if they learn it? 3. How will we respond when some students do not learn? 4. How will we extend the learning for students who are already proficient? These questions guide the PLC process to focus on what is needed, student by student. Our Instructional Coach is available to modeling Kagan and differentiation strategies that address identified student needs.

## IV. Positive Culture and Environment

## Area of Focus #1

Positive Behavior and Intervention System (PBIS)

### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Our Tardies, Average Daily Attendance (ADA), and Office Discipline Referrals (ODRs) are the measures that will be primary focuses again this year in our efforts to foster a more positive culture and environment for our entire school community.

We had a total of 4,488 ODR and with a total of 1, 739 Out of School Suspension days, losing days in their instructional setting. We had 46,308 tardies. Our ADA decreased from 88.9 % to 87.8% and we tested 96% of students for our statewide assessments. This forces students 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

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

During the 2024-2025 school year, we will again attempt to 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. Include a description of how ongoing monitoring will impact student achievement outcomes.

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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**

Melanie McElhaney

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

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:**

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 2023-2024 school year.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Behavior Team Meetings and Informational Faculty Sharing

**Person Monitoring:**

Bakari Franklin

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

1) We will continue to have weekly Behavior Team Meetings with the behavior team and administration.

**Action Step #2**

Our Behavior Team conducts grade-level assemblies to address school and classroom expectations and non-negotiables.

**Person Monitoring:**

Bakari Franklin

**By When/Frequency:**

Each Semester

**Describe the Action to Be Taken and how the school will monitor the impact of this action**

**step:**

Mr. Franklin, the grade level dean, the grade level counselor, and the behavior coaches will present to each cohort at the start of each semester to address the school wide expectations and non-negotiables to include the updated tardy policy, the dress code violation steps, safety drills, and hallway flows.

**Action Step #3**

ELA Classroom Behavior Visits

**Person Monitoring:**

Bakari Franklin

**By When/Frequency:**

Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Since ELA is the only course that ALL our students are registered for, 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.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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. (ESEA 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: <https://www.escambiaschools.org/pfhs>

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.

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

During the 24-25 school year, multiple academic Family Nights are scheduled to build the capacity for involvement and building relationships to improve student academic achievement: Junior Parent Night, Senior Parent Night (to include early graduates), and Literacy Night.

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. <https://www.escambiaschools.org/pfhs>

The Parent & Family Engagement Plan is accessible from our school's website: <https://www.escambiaschools.org/pfhs>

### **Plans to Strengthen the Academic Program**

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 II of the SIP. (ESEA Section 1114(b)(7)(ii))

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PFHS 24-25 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 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.

### **How Plan is Developed**

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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- 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.

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

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. (ESEA 1114(b)(7)(iii)(I))

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Required Mental Health Modules are shared with all students at the beginning of the school year. Counselors and Academic Advisors are available to all students by grade level for academic support, counseling, testing, and post-secondary planning. 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 have a mental health counselor on campus to assist students that have parental/guardian permission to meet on a regular basis to assist with specific matters that may be occurring in and/or outside of school.

Our Community Health partnership allots us another mental health counselor that will help us focus on restorative circles.

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.

#### **Preparing for Postsecondary Opportunities and the Workforce**

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. (ESEA 1114(b)(7)(iii)(II))

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Eight Advanced Placement courses are offered at PFHS.

Dual enrollment courses are offered at PSC And UWF for qualified students to attend full or part time. We currently do not have any teachers qualified to teach a DE course on our campus.

Industry certifications available: Serve Safe, NRFSP, (Construction), Word Press, Ducks Certification, Ton Boom StoryBoard Pro, Adobe Certified Professional, Device Configuration & Management, Cybersecurity, Computational Thinking, Cloud Computing, Core, Core Green, and Carpentry Certification exams.

Career Academies offered at Pine Forest High School include Cyber Security, Culinary Arts, HBA Green Construction, Fire Fighting, and New Media.

### **Addressing Problem Behavior and Early Intervening Services**

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 ESEA 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.

### **Professional Learning and Other Activities**

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. (ESEA section 11149b)(7)(iii)(V)).

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Previously trained staff in the Capturing Kids' Hearts method attended a CKH Recharge this summer to continue to promote engagement and relationships in our classrooms for all levels.

Advanced Placement teachers also attended the AP Annual Conference to help grow our AP courses.

14 teachers and all four administrators attended the PLC High Impact Teams conference to continue to address and perfect the PLC process that we have been using for almost 10 years on our campus. 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 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.

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.

### **Strategies to Assist Preschool Children**

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

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N/A

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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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, 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 2024-2025 school year.

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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#### High School ELA: My Perspectives

The use of myPerspectives 9-12 as a Comprehensive Core Language Arts/Reading Program is supported by recommended practices in the *The Institute of Education Sciences Practice Guides as described in the K-12 CERP*. The instructional materials for myPerspectives 9-12 meet the

expectations of alignment, building knowledge, and usability. The materials include opportunities for students to read a wide variety of texts, including classics by well-known authors. The texts are well-crafted and content-rich and should build students' overall vocabulary and knowledge base. Units are organized around cohesive topics/themes that build students' ability to read and comprehend complex texts independently and proficiently. Throughout the program, there are culminating tasks and research opportunities that require students to expand and show their knowledge and understanding of the topics/themes in each unit.

There is sufficient support provided for teachers to implement the program with fidelity. The materials provide comprehensive guidance, correlation information to the ELA standards, information for students and families to support learning, and a list of supplemental resources in order to support the teacher with instruction. The materials also include strategies, supports, and resources for diverse learners to work with grade-level content and to meet or exceed grade-level expectations.

### **Secondary ELA Intervention:**

The use of CommonLit360® as an intervention course program for Language Arts/Reading is supported by recommended practices in the *The Institute of Education Sciences Practice Guides as described in the K-12 CERP*. CommonLit360® provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development. The CommonLit360® units feature relevant and engaging novel studies and dramas, absorbing thematic units, and topical research and argumentative units, the standards-based 360 curricular slate from CommonLit provides teachers with comprehensive research-based instructional materials. For students, CommonLit360® brings high-interest and engaging lessons that are central to their experiences and teach valuable literacy skills. In addition to high quality and standards-aligned literacy instruction, each unit in CommonLit 360 comes with two Unit Skills Assessments that offer formative insights into students' reading comprehension skills. CommonLit360® is designed for students in grades 6th through 12th grade.

### **Secondary Math:**

**Algebra 1, Algebra 1 Honors, Geometry, Algebra 2, Algebra 2 Honors - McGraw Hill Florida *Reveal Math*™** is a coherent, vertically aligned K–12 core math solution that empowers educators to uncover the mathematician in every student through powerful explorations, rich mathematical discourse, and timely individualized learning opportunities.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00