

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
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School Name: PINE FOREST HIGH SCHOOL

District Name: Escambia

Principal: Frank Murphy

SAC Chair: Jan Mills

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/26/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Frank Murphy	BS-Elementary Education, Livingston University, Livingston, Alabama; MS-Educational Leadership, University of West Florida, Pensacola, Florida; Principal Certification State of Florida	5	11	2011-2012 AYP: Yes; Reading 63%; Math 71% 2011-2012 Principal at Pine Forest High School; School Grade not determined yet. 2010-2011 Principal at Pine Forest High School; School Grade: C 2010-2011 AYP: Reading 36%; Math 67% 2009-2010 Principal at Pine Forest High School; School Grade: D 2009-2010 AYP: 74% 2008-2009 Principal at Pine Forest High School; School Grade: C 2008-2009 AYP: 72% 2007-2008 Assistant Principal at Escambia High School; School Grade: D 2007-2008 AYP: 82% 2006-2007 Assistant Principal at Escambia High School; School Grade: C 2006-2007 AYP: 82%
		BS-Technology Management, Clayton State College, Atlanta, Georgia; MS-			

Assis Principal	Jeff Elliott	Instructional Technology, University of West Florida, Pensacola, Florida; Specialist-Educational Leadership, University of West Florida, Pensacola, Florida	1	5	2011-2012 AYP: Yes; Reading 63%; Math 71% 2011-2012 Assistant Principal at Pine Forest High School; School Grade not determined yet.
Assis Principal	Deborah Ray	MS-Education and Human Development in the field of Educational Leadership & Administration from The George Washington University Special Education Certification from The University of Texas at San Antonio BS-Communication Sciences and Disorders from The University of Texas at Austin		2	2011-2012 - Assistant Principal at Northview High School; School Grade not determined yet 2010-2011 Assistant Principal at Northview High School; School Grade: B 2010-2011 AYP: 90%

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Literacy	Anne McGowan	BS-Elementary Education Certified in English 6-12 and Integrated Curriculum 5-9 Reading Endorsed ESOL Endorsed	4		This is Mrs. McGowan's first year in this position.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	S.T.A.R.T. Program will provide mentoring, professional development, and resources to first year teachers. Selected district staff will assist with this process.	KK Owen, Director of Staff Development, Principal, Assistant Principals, and Area Specialist	On going throughout the 2012-2013 school year	
2	Assign mentors to annual contract teachers	Principal, Assistant Principals, and District-Level Staff Development Staff	On-going throughout the 2012-2013 school year	
		Principal,		

3	Rounding and Classroom Observations	Assistant Principals, and District Level Support Staff (Area Specialist)	On-going throughout the 2012-2013 school year	
4	Hire NCLB Highly Qualified Teachers	Principal	On-going throughout the 2012-2013 school year	
5	Continued participation with the Southern Regional Education Board out of Atlanta, Ga. The board of educators will continue to provide direction and resources to Pine Forest to lead us to a High School to Work Program	Principal, Assistant Principals, School Leadership Team, and District Level Staff	On-going throughout the 2012-2013 school year	
6	Assign veteran teachers to support teachers new to the school work site (mentor/buddy)	Principal	Fall 2012	
7	30- and 90-Day Meetings with new staff members to gauge their school year and assist with issues that might have arisen during the start of the school year	Principal	The first 30 and 90 days	
8	Participate with the University of West Florida and Pensacola State College in hosting student teachers to work and learn from current staff	District Level Staff, Principal, Assistant Principal of Student Services	On-going throughout the year	
9	Designate teachers to work closely with Common Core curriculum, specifically in the areas of Language Arts and Mathematics.	Principal, Assistant Principals, Teacher Leaders, and Literacy Coaches	On-going throughout the year	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Nathlee Osborn Scott Rust Sandra Edwards Kimberly Rejda 3% of the instructional staff members are considered out of field.	Continuous Professional Development opportunities available throughout the year, extensive training in E3 to assist with Domain enhancement, as well as student engagement

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
116	3.4%(4)	26.7%(31)	34.5%(40)	55.2%(64)	31.0%(36)	86.2%(100)	20.7%(24)	8.6%(10)	15.5%(18)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
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Chris Godwin	Robyn Bianculli	Mrs. Godwin is the department chairperson for Physical Education. Mrs. Godwin is a Highly Qualified educator and has been teaching for over 16 years. In addition, Mrs. Godwin has completed the required training at the district level to properly mentor Ms. Bianculli and provide her with the highest level of service.	Common planning, classroom walk throughs, observations, and modeling classroom instruction. In addition, all annual contract teachers will be assisted by district level instructional coaches who are provided by the Director of Secondary Education.
Jeff Lance	Zachary Baker	Mr. Lance is the department chairperson for Foreign Language. He also teaches the same language as the mentee and has completed the required coursework to mentor annual teachers.	Common planning, classroom walk throughs, observations, and modeling classroom instruction. In addition, all annual contract teachers will be assisted by district level instructional coaches who are provided by the Director of Secondary Education.
Carolyn Hicks	Jenny Pryor Robert Myrick	Mrs. Hicks is the department chairperson for ESE. Mrs. Hicks is a Highly Qualified educator and has been for over 10 years. In addition, Mrs. Hicks has completed the required training at the district level to properly mentor both Mrs. Pryor and Mr. Myrick and provide them with the highest level of support and services.	Common planning, classroom walk throughs, observations, and modeling classroom instruction. In addition, all annual contract teachers will be assisted by district level instructional coaches who are provided by the Director of Secondary Education.
		Mrs. McGowan is the Literacy Coach for Pine Forest High School. Mrs. McGowan is a Highly Qualified educator and has been for the past four (4) years. In addition, she is an active participant with the SREB, and closely supervises	Common planning, classroom walk throughs,

Anne McGowan	Kim Rejda Tabatha Lowry	the Literacy Collaborative Design curriculum for the school. Her background and experience is invaluable to first year teachers. Mrs. McGowan has completed the required training at the district level to properly mentor Mrs. Rejda and Ms. Lowry and will provide them with the highest level of support and service.	observations, and modeling classroom instruction. In addition, all annual contract teachers will be assisted by district level instructional coaches who are provided by the Director of Secondary Education.
Mrs. Eileen Doss	Mrs. Courtney Beckler Mr. David Head	Mrs. Doss is the department chairperson for Mathematics. Mrs. Doss is a Highly Qualified educator and has been teaching for over 20 years. In addition, Mrs. Doss has completed the required training at the district level to properly mentor Ms. Beckler and Mr. Head to provide them with the highest level of service.	Common planning, classroom walk throughs, observations, and modeling classroom instruction. In addition, all annual contract teachers will be assisted by district level instructional coaches who are provided by the Director of Secondary Education.
Mrs. Kathleen Jenkins	Mrs. Shannon Gehrke	Mrs. Jenkins is the department chairperson for Science. Mrs. Jenkins is a Highly Qualified educator and has been teaching for over 20 years. In addition, Mrs. Jenkins has completed the required training at the district level to properly mentor Mrs. Gehrke to provide them with the highest level of service.	Common planning, classroom walk throughs, observations, and modeling classroom instruction. In addition, all annual contract teachers will be assisted by district level instructional coaches who are provided by the Director of Secondary Education.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I funds will be utilized to provide instructional resources for our parents to assist their student, to provide professional development for our instructional staff members, to provide supplemental materials and instructional resources for our teachers to enhance the academic setting, and to provide parental involvement activities for our parents throughout the school community.

Title I, Part C- Migrant

A portion of our Title I funds could be utilized to provide instructional materials and resources for our students who are eligible for ESOL. As our school is an ESOL center, we receive English Language Learners from the United States as well as surrounding countries. Supplemental instructional materials may be purchased to assist the students with the transition.

Title I, Part D

In order to adequately meet the educational needs of children and youth who are neglected, delinquent, and at-risk, and assist in the transition of these students from correctional facilities to Pine Forest High School, we collaborate with the representatives from our District Juvenile Justice to ensure that these students have the same opportunities to achieve as their peers. We provide a similar schedule, offer the support of our guidance staff, as well as determine the most appropriate graduation plan to ensure the students meet the requirements of student progression. They are immediately informed of their new academic, behavioral, and support services to prepare them for high school rigor and post-secondary aspirations.

Title II

Professional Development is offered at both the school and district level. Please see each goal area for specific professional development activities (in-service education).

Title III

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally-located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is an ESOL Center, and we serve 15 students in Grades 9-11.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. At Pine Forest we have identified 41 homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

SAI money is used for the following listed items:

A portion of the SAI budget is used to pay for .20 teacher in Gifted Studies(Don Johnson)and a .50 teacher in Literacy Coach (TBA)

The remainder of the money is spent on the following expenditures:

Postage
Supplies

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's School-wide Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffery Johnson Stand Up for All Students Act requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, beginning with the 2012-2013 School Year, our district will continue to inform our school community about the "Bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. These choices includes salad bar, ala carte items, and self-serve options. The school follows the district's nutrition program for summer feeding at selected sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

Head Start

N/A

Adult Education

Adult Education programs are offered through our community school program. Pine Forest no longer serves as a program site but will assist the neighboring high schools with the enrollment of our students.

Career and Technical Education

The following Career and Technical Education programs are offered here at Pine Forest. Listed below are the names of each academy with an overview of the academies.

Culinary Arts Academy Overview:

The Culinary Arts Program is a School-to-Work program. The Pro-Start curriculum was written and is supported by the Education Foundation of the National Restaurant and Lodging Association. Students develop skills in career and job opportunities, basic food preparation, personal productivity, safety and sanitary work procedures, commercial tools and equipment, nutrition, and work ethics. Students will acquire skills for a wide range of food service careers that include, but are not limited to, Executive Chef, Restaurant Manager, Teacher, Research/Nutritional Chef, Food Editor/Stylist, Sales/Marketing Director Facilities Designer, Food Purchasing Director, and Banquet/Catering Director. Students are also offered the opportunity to qualify for Bright Futures/Gold Seal scholarships. Additionally, students who successfully complete the program will test for ProStart industry certifications including Safe Staff, Serve Safe Food Handler Certification, and the National ProStart Certificate of Achievement. To further enhance the Culinary Arts Program, Pine Forest High School participates in the On-the-Job Training (OJT) portion of the course. Students gain valuable experience and education in the field of food service from mentors.

Design Services Academy Overview:

The Design Services Academy at Pine Forest High School will prepare students for a career in the area of Design Services. Students who complete the academy program will be ready to enter a University Interior Design program. Students who successfully complete the program are eligible for Gold Seal/Bright Futures scholarships.

The Design Services Academy students will be on their way to post-secondary accelerated learning opportunities and National certification opportunities in the area of Interior Design. This four year Family and Consumer Sciences program consists of a Design Services core curriculum with an academic emphasis on related math curriculum.

The career focus, Interior Designer, appears on the Statewide Targeted Occupations List and the Regional Targeted Occupations List and is listed as a high-skill/high-wage career. Related Design Services such as Fashion Design, Environmental Design, Residential Design, and Commercial Design will also be studied.

Early Childhood Education Academy Overview:

The mission of the Early Childhood Education Academy at Pine Forest High School is to focus on broad, transferable skills and stresses understanding and demonstration of the following elements of the Early Childhood industry: planning, management, finance, technical and production skills, underlying principles of technology, labor, community, health, safety, environmental issues, and developmentally appropriate practices for children from birth through age eight. The program consists of 600 hours (120 hours of classroom instruction and 480 hours of direct work with children) which results in the issuance of a Florida Department of Education Early Childhood Professional Certificate (ECPC).

Home Builders Association Overview:

The Home Builders Association (HBA) of West Florida Green Construction Trades Academy focuses on broad, transferable skills, stresses the understanding of all aspects of the building construction industry, and demonstrates such elements of the industry as planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues. The academy utilizes the National Center for Construction Education and Research (NCCER - <http://www.nccer.org>) curriculum to prepare each student to enter into a career path within the architecture and construction career cluster and an opportunity to earn related industry certifications. Students who successfully complete the program may be eligible for Gold Seal/Bright Futures scholarships.

The Home Builders Association of West Florida (HBA) Green Construction Trades Academy will provide a unique opportunity for students to take George Stone Technical Center Dual Enrollment courses in the 11th and 12th grade at Pine Forest High School as part of the academy course sequence without having to physically leave the campus. Additionally, dual enrolled students will earn an additional .025 weighted credit for high school GPA calculations.

New Media Academy Overview:

The mission of the New Media Academy at Pine Forest High School is to prepare graduates for entry-level positions in the multimedia industry and/or to continue their post-secondary education. Students learn to incorporate graphics, sound, video, animation, text, and still images to produce fine art, marketing presentations, digital design, and Web publishing. Students who successfully complete the program may be eligible for Gold Seal/Bright Futures scholarships.

Job Training

Pine Forest High School, in coordination with the Escambia County School District's Exceptional Student Education program, offers on-the-job training experiences to students who qualify. Students work at job sites that are part of the school district to learn job skills for future employment opportunities.

Pine Forest also offers DCT/BCE classes to general education students. These foundation classes help develop skills for students that are enrolled so they can be productive employees for area businesses. Jeff Creel coordinates the program and does site evaluations of the students who have jobs off campus.

Other

N/A

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Pine Forest High School is served by two (2) separate groups that make up our Response to Instruction Teams.

Academic Team:

Susan Rigby- Math

Tonita Booker- Reading

Robyn Halstead- Guidance Services

Kathleen Jenkins- Science

Anne McGowan- Reading Coach

Jeff Lance- Foreign Language

Hans Bjornstad- Language Arts

Judy Davis- CTE

Angela Irby- CTE

Behavior Team:

Erin Cramer- Dean

Susan Rigby- Math

Anne McGowan- Reading

Olivia Mayes- Foreign Language

Michael Samala- Guidance

Jeff Elliott- Assistant Principal of Student Services

Deborah Ray - Assistant Principal of Operations

Frank Murphy- Principal

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The Pine Forest High School Response to Instruction Teams work both separately and together to provide guidance, support, and resources to teachers, students, and parents within the Pine Forest High School learning community.

They meet quarterly to review school-wide data and both academic and behavioral data to determine school and student needs. After reviewing the data they will make recommendations to the appropriate stakeholder so that improvements can be obtained. The RtI teams work in the forefront to assist in closing the gap between universal instruction and small group instruction. They work with teachers to assist with best practices so that students are receiving the highest level of instruction possible.

The RtI teams work closely with other teams within the Pine Forest learning community. The School Leadership Team, SREB Leadership Team, Reading Literacy Team, and Behavioral Management Team all benefit from the RtI team's interaction.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement

plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The school-based RtI Leadership Team will review data and school wide trends in order to make appropriate recommendations to the SIP Team. In addition, they will work with each of their departments to review items of concern and remedies for students to move from Tier II and Tier III and eventually back to Tier I. Recommendations will also be made based on data and information taken by classroom teachers on assessments and behavioral observations.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The data sources that will be used to determine each tier will be the following:

Reading: FCAT, FAIR, Maze, and Fluency

Math: FCAT, Pre and Post Algebra Test, End of Course Exams, Semester Exams, Q1, and Q2

Science: Pre and Post Biology Test, FCAT, Q1, and Q2

Writing: School prompts, Escambia Writes, and FCAT Writes

Behavior: Local data source TERMS

Describe the plan to train staff on MTSS.

Training of staff began at Pine Forest during the spring of 2012. Principal Frank Murphy lead the faculty over a period of three (3) weeks in training using Power Points and handouts provided by the Escambia County School District Staff Development Office. This intense training was completed prior to the end of the 2009-2010 school year. Additional training has been provided for the new members of our staff in the Fall of 2012. In addition, Josh Lutz, School Psychologist, was invited during post school planning to review with the staff the training that took place under Mr. Murphy's direction. He also spent time answering questions that the staff had during his end-of-the-year Q and A time.

Professional Development activities have been planned for the 2012-2013 school year that will address RtI and Differentiated Instruction. These PD days will be lead by our Administration and District-Provided Psychologist throughout the school year.

Designated Instructional Leaders will also be encouraged to participate in district-wide workshops offered during the 2012-2013 school year.

Describe the plan to support MTSS.

With the data received through our School-Wide Behavior Management Team, quarterly progress reports and grades, and special recommendations provided by our instructional staff, we will work diligently to provide adequate services for qualifying students. Students involved in Child Study will receive academic support in the core content areas, a recommendation for psychological testing if necessary, and a plan geared towards meeting their individual needs.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Anne McGowan (Chairperson)
Tonita Booker- Reading
Denise Edwards- Reading
Scott Rust- Reading
Zack Riffell- Language Arts
Joie Slover- Language Arts
Richard Loiselle- Social Sciences
Kathy Gilliland- Business Education
Jessica Gordon- Social Science
Cyndee Palacios- Science
Sean Roby - Science
Eileen Doss- Mathematics
Jeff Elliott- Assistant Principal of Student Services
Deborah Ray - Assistant Principal of Operations

Frank Murphy- Principal

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

Literacy Team Mission

A. Definition of Literacy: Literacy is comprehension, communication, and problem-solving across all media.

B. Mission Statement of Literacy Team: To create and promote a literacy-rich community through collaboration and celebration.

1. Rationale for Mission Statement: Creating a literacy-rich community will enable all content areas to achieve their own literacy goals independent of "reading" goals, leading to long-term gains for all students.

2. Definition of Literacy-Rich Community: Literacy-Rich communities include movies, lyrics, posters, playbooks, the Internet, recipes, graphs, speakers, maps, models, and magazines as well as all forms of text.

Literacy Team Meeting Processes

The Literacy Team will meet once a month to discuss the success of literacy strategies training in content areas throughout the month and plan for addressing literacy challenges.

What will be the major initiatives of the LLT this year?

A. Implementation of the Common Core State Standards (CCSS) specifically through the recommended curriculum in the Math Design Collaborative and Literacy Design Collaborative

Strategies:

1. Using complex texts
2. Close reads
3. Comprehension instruction sequence (CIS)
4. Evidence-based writings (arguments)

B. Increase student Comprehension skills, including complex texts (our goal in increasing students' comprehension skills is that teachers will be able to teach students to apply comprehension strategies within the teachers' content area)

1. Freshman Comprehension Strategies

a. Before Reading Strategies: K-W-L, K-W-H-L, previewing parts of textbooks/reading selections

b. During Reading Strategies: SQ3R, outlining, power writing

c. After Reading Strategies: summarizing, paraphrasing, RAFTS, quick writes, completion of K-W-L or K-W-H-L charts

2. Sophomore Reading Strategies

a. Before Reading Strategies: anticipation guides, previewing parts of textbooks/reading selections

b. During Reading Strategies: double-entry notes, Cornell Notes, guided discussion questions

c. After Reading Strategies: summarizing, paraphrasing, RAFTS, analytical written response paragraphs, quick writes, reflection of anticipation guides

3. Utilize new tools in Math and Literacy to implement the new Common Core State Standards

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/15/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

The entire faculty and staff at Pine Forest High School will participate in a Literacy Workshop that will be presented by Kevin

Smith, Just Read Florida, on August 15th. The workshop will focus on how we will embedded literacy strategies into the classroom across all curriculum areas. In addition, teachers will be given follow-up instruction on designated teacher planning days throughout the 2012-2013 school year.

School-wide professional development activities will also be offered every second and fourth Tuesday of every month on embedding literacy strategies into the classroom. Presentations at these workshops will be conducted by our school literacy coach and other faculty members who demonstrated High Performance in the area of literacy.

Teachers will be shown how students improve academically when they have strategy support that aids in the break down of otherwise complicated texts. Professional Development that is content-focused will also help teachers see how to use strategies in their content, making them more comfortable to try them (CRISS Trainings).

We have also transitioned all ESE students to the inclusive, instructional setting. With the support of a co-teacher, students are exposed to a more rigorous curriculum and receive differentiated strategies to assist with the demands of the required formal assessments. The transition to inclusive settings affords students with ESE services more opportunities to pursue post-secondary academic and vocational goals.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

This is part of the course requirements for all the academy classes. As our teachers incorporate project-based learning activities, the relevance becomes more clear to the students.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

During the registration period, teachers work one-on-one with students to help them determine what course in their discipline best meets the needs of the student's career choice.

Guidance counselors visit all English classes and answer questions to help students make good choices for their future.

Students select specific academies in order to obtain industry certification in areas of their own choice. Each academy requires students to take course work toward that certification, so students see that their selections further their post-graduate goals.

Incoming new students at Pine Forest participate in an orientation day where information is shared with each student on graduation standards and expectations for academic success in school.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

The best way to improve readiness for helping students be best prepared for post-secondary work or school is to have a fully working mentoring program that begins in the 9th grade and follows the students through their senior year. We have initiated that process with the development of the ninth-grade center.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 9 and 10, students will show a 1% increase in proficiency on the 2013 administration of the FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9th grade: 36% 10th grade: 35%	9th grade: 37% 10th grade: 36%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> - Poor Attendance - Comprehension of difficult texts and/or vocabulary - Limited instructional resources for families - Lack of rigor provided in the instructional settings 	<ul style="list-style-type: none"> - Implement Common Core Standards in all Core Content Areas - Provide frequent Professional Development for teachers that offer reading strategies - Incorporate Literacy Design Collaborative Modules with the school-wide curriculum - Enhance parental involvement activities - Inclusion of all ESE students in the General Education Setting 	<ul style="list-style-type: none"> - Administrators - Literacy Coach - Designated Instructional Leaders - School Advisory Council 	<ul style="list-style-type: none"> - Data derived from formal and informal assessments - School Climate Survey 	<ul style="list-style-type: none"> - FCAT 2.0 Results - District Subject Area Exams - School Climate Survey Results - End of Course Assessment Results - Data from teacher observations, assessments, and overall academic performance of students in courses offered
2	Teachers grasping the concepts of higher order thinking and higher levels of rigor	Provide training and support on understanding of higher order thinking and levels of rigor	-Literacy Coach -Reading Department Chair	-SREB Lesson Plan format -SREB reflection tool -Incorporation of Literacy and Math Design Collaboratives of Common Core Curriculum	-FCAT data Spring 2013
3	Teachers creating schedule for progressing to higher levels of rigor	Support teachers in creating calendars for progress monitoring on mastery of skills	-Literacy Coach -Reading Department Chair	Grade Level Team Meetings once a week	Program Data
4	Teachers delivering instruction at expected levels of rigor	Teacher observations	Principal	Classroom walk through	Classroom Evaluation Form

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	On the Florida Alternate Assessment, only six students were tested on the FAA; therefore, this section does not apply to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> - Students inappropriately placed in Access Points Courses - Attendance - Level of rigor in courses is inadequate for attainment of a proficient score - Lack of resources available for parents 	<ul style="list-style-type: none"> - Closely monitor the implementation of the Individual Education Plans - Offer continuous Professional Development opportunities for instructional staff members - Provide numerous opportunities for parental involvement - Provide frequent feedback of appropriate instructional methods that promote student engagement 	<ul style="list-style-type: none"> - Administrative Staff - Designated Instructional Staff Members - Guidance - School Advisory Council 	<ul style="list-style-type: none"> - Information derived from formal and informal assessments - School Climate Survey Results 	Formal Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 9 and 10, 21% of students will achieve above proficiency on the 2013 administration of the FCAT 2.0 Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
9th grade: 12%(Level 4); 3%(Level 5) 10th grade: 11%(Level 4); 3% (Level 5)	9th grade: 13% (Level 4); 4% (Level 5) 10th grade: 12% (Level 4); 4% (Level 5)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> - Level of rigor in content areas - Decrease performance on college ready assessments 	<ul style="list-style-type: none"> - Incorporate Common Core Standards in all content areas - Provide Professional Development for instructional staff members that promote a more rigorous curriculum - Continue to raise academic expectations for students and encourage student engagement practices - Implement curriculum provided through the Literacy Design Collaborative Modules 	<ul style="list-style-type: none"> - Administrators - Literacy Coach - Instructional Leaders - Staff Development Members 	<ul style="list-style-type: none"> - Results of formal and informal assessments 	- Disaggregated data derived from assessments
2	Teachers grasping the concepts of higher order thinking and higher levels of rigor	Provide training and support on understanding of higher order thinking and levels of rigor	-Literacy Coach -Reading Department Chair	-SREB Lesson Plan format -SREB reflection tool	-FCAT data Spring 2011
3	Teachers creating schedule for progressing to higher levels of rigor	Support teachers in creating calendars for progress monitoring on	-Literacy Coach -Reading Department Chair	Grade Level Team Meetings once a week	Program Data

		mastery of skills			
4	Teachers delivering instruction at expected levels of rigor	Teacher Observations	Principal	Classroom Walk-Through	Classroom Evaluation Form

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	We only had six students to participate in the FAA on the 2011-2012 assessment; therefore, this section does not apply to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 9 and 10, 53% of students will make learning gains on the 2013 administration of the FCAT 2.0 Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
9th and 10th: 52%	9th and 10th: 53%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> - Attendance - Lack of parental involvement - Lack of rigor in core academic courses - Low expectations for students with exceptionalities - Failure to implement reading strategies across the curriculum 	<ul style="list-style-type: none"> - Offer a variety of parental involvement activities - Allow parents to contribute to the academic decisions and goals of the school - Implement Common Core Standards across the curriculum - Work collaboratively with Literacy Coach to provide reading strategies - Transition all students with exceptionalities to the inclusive, general education setting 	<ul style="list-style-type: none"> - Administrators - Literacy Coach - Instructional Leaders - Instruction Staff Members 	<ul style="list-style-type: none"> - Results derived from formal and informal assessments 	<ul style="list-style-type: none"> Formal assessments FAIR Data Climate Surveys

2	Teachers collecting data to plan for differentiated instruction	Providing Professional Development and support on Diagnostic Assessments (FAIR, Read 180, SRI, Plugged into Reading Diagnostic Assessment)	Literacy Coach	Administering of Diagnostic Assessments	Data representing that Diagnostic Assessments were administered
3	Teachers effectively interpreting data to differentiate instruction	Providing Professional Development on interpretation of Diagnostic Assessments (FAIR, Read 180, SRI, Plugged into Reading)	Literacy Coach	Completing Diagnostic Assessment Charts	Meet with Administrator to discuss Diagnostic Assessment Charts
4	Teachers monitoring progress of differentiated instruction	Administering program Progress Monitoring assessments, informal classroom assessments, and formal classroom assessments	Instructors	Test Administration	Students making consistent gains (3% increments or better) on Program Progress Monitoring Assessments and scoring 75% or better on classroom formal assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	There were only six students to participate on the FAA in 2011-2012; therefore, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> - Attendance - Lack of rigor in ESE instructional settings - Low parental involvement 	<ul style="list-style-type: none"> - Provide instructional materials that promote a rigorous curriculum - Provide opportunities for professional development - Increase the parental involvement activities offered throughout the year 	<ul style="list-style-type: none"> - Administrators - Instructional Leaders - Staff Development - Instructional Staff Members 	<ul style="list-style-type: none"> - Results derived from informal and formal assessments 	<ul style="list-style-type: none"> - FAA - Climate Surveys

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In grades 9 and 10, 44% of students in the lowest 25% will make learning gains on the 2012 administration of the FCAT 2.0 Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:

9th & 10th grade 63%
<

In grades 9 and 10 64% of the lower 25% will make learning gains on the 2013 administration if the FCAT 2.0 Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> - Attendance - Low expectations for students - Lack of rigor in instructional settings - Poor resources for parents to utilize at home with their student - Lack of rigor present in the courses designated for students with exceptionalities 	<ul style="list-style-type: none"> - Implement Common Core Standards across the curriculum - Transition ESE students to the inclusive, general education setting - Implement modules embedded in the Literary Design Collaborative - Provide Professional Development Activities for Instructional Staff Members - Provide academic resources for parents and increase the parental involvement activities offered throughout the year 	<ul style="list-style-type: none"> - Administrators - Staff Development - Literacy Coach - Instructional Staff Members - Instructional Leaders 	<ul style="list-style-type: none"> - Informal and Formal Assessments - Climate Surveys - Formal Teacher Evaluations 	<ul style="list-style-type: none"> - FCAT 2.0 - District Evaluations for Instructional Personnel - District Provided Surveys
2	Inconsistent student attendance	Calling students/parents to make sure students attend school	Instructors, Administrators, Guidance Counselors	Attendance record improvement after telephone calls	Review of attendance data as it relates to this subgroup
3	Student motivation	Providing incentives for improvement	Instructors, Administrators	<ul style="list-style-type: none"> - Gift incentives - Feedback on writing - Feedback on assessments 	<ul style="list-style-type: none"> - Certificates - Rubrics
4	Student reading prosody	Fluency instruction	Instructors	Students practicing oral reading fluency and silent reading fluency	FAIR Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	At PFHS, in Reading, we will reach AMO target.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	37	36	48	53	58	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	At PFHS, in Reading, subgroups by ethnicity will reach their AMO's on the FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
American Indian 42% Asian 75% Black 24% Hispanic 36% White 46%	American Indian 77% Asian 77% Black 27% Hispanic 49% White 53%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> - Intolerance of diversity present in school setting - Attendance - Low expectations for minorities - Behavioral trends - Exposure to the English Language (Specifically with our English Language Learners) 	<ul style="list-style-type: none"> - Diversity training for all instructional staff members - Implementation of the school-wide Positive Behavior Support System - Encourage school community partners to participate in mentorship programs - Offer more vocational options for all students - Require our instructional staff members to obtain their ESOL certification - Implementation of Common Core Standards to the academic curriculum 	<ul style="list-style-type: none"> - Administrators - Staff Development - Instructional Staff Members - Director of ESOL Services - Instructional Leaders 	<ul style="list-style-type: none"> - Disaggregated data from informal and formal assessments - Student Survey - School Climate Survey 	<ul style="list-style-type: none"> - District Teacher Evaluation System - Results from formal and informal assessments
2	Teachers collecting data to plan for differentiated instruction	Providing Professional Development and support on Diagnostic Assessments (FAIR, Read 180, SRI, Plugged into Reading Diagnostic Assessment)	Literacy Coach	Administering of Diagnostic Assessments	Data representing that Diagnostic Assessments were administered
3	Teachers effectively interpreting data to differentiate instruction	Providing Professional Development on interpretation of Diagnostic Assessments (FAIR, Read 180, SRI, Plugged into Reading)	Literacy Coach	Completing Diagnostic Assessment Charts	Meeting with Administrator to discuss Diagnostic Assessment Charts
4	Teachers monitoring progress of differentiated instruction	Administering program Progress Monitoring assessments, informal classroom assessments, and formal classroom assessments	Instructors	Test Administration	Students scoring making consistent gains (3% increments or better) on Program Progress Monitoring Assessments and scoring 75% or better on classroom formal assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Pine Forest students who fall in the ELL subgroup will meet their AMO on the FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	1% increase from student scores from the 2012 administration.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> - Attendance - Lack of parental involvement because of perceived communication barrier - Low ESOL teacher certification - Low expectations for ELLs - Difficulty with vocabulary and comprehension of reading materials - Lack of resources for parents of ELLs. - Misidentification practices 	<ul style="list-style-type: none"> - Mandatory ESOL Certification for instructional staff members - Increase the number of parental involvement opportunities - Provide a Resource Center for parents of ELL students - Provide a method of identifying ELL students and appropriate scheduling of courses - Offer instructional supplements for ELLs, i.e. interpreters, dictionaries, and calculators - Ensure students have appropriate accommodations to assist in the instructional setting 	<ul style="list-style-type: none"> - ESOL Coordinator for the District - Administrators - ESOL Teachers - Instructional Staff Members 	<ul style="list-style-type: none"> - Formal and Informal Assessments - Results of CELLA testing - Greenbar reports provided by District personnel - District Teacher Evaluation 	<ul style="list-style-type: none"> - Formal and informal assessments - Student performance on daily assignments - Charlotte Danielson rubric
2	Teachers collecting data to plan for differentiated instruction	Providing Professional Development and support on Diagnostic Assessments (FAIR, Read 180, SRI, Plugged into Reading Diagnostic Assessment)	Literacy Coach and ESOL Teacher	Administering of Diagnostic Assessments	Data representing that Diagnostic Assessments were administered
3	Teachers effectively interpreting data to differentiate instruction	Providing Professional Development on interpretation of Diagnostic Assessments (FAIR, Read 180, SRI, Plugged into Reading)	Literacy Coach and ESOL Teacher	Completing Diagnostic Assessment Charts	Meeting with Administrator to discuss Diagnostic Assessment Charts
4	Teachers monitoring progress of differentiated instruction	Administering Program Progress Monitoring assessments, informal classroom assessments, and formal classroom assessments	Instructors	Test Administration	Students making consistent gains (3% increments or better) on Program Progress Monitoring Assessments and scoring 75% or better on classroom formal assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	At PFHS, in Reading, the SWD will reach AMO target on the 2013 administration of the FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD 16%	SWD 21%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	- Attendance	- Increased opportunities	- Administrators	- Formal and Informal	- FAIR Data

1	<ul style="list-style-type: none"> - Lack of parental involvement in planning of academic program - Inappropriate accommodations in instructional and testing environment - Weak academic foundation due to lack of rigor in instructional setting - Lack of differentiated instruction in academic setting - Lack of academics that promote student engagement activities - Poor fluency, comprehension, and word decoding skills 	<ul style="list-style-type: none"> for parental involvement - Inform parents of safeguards, rights, and procedures. - Provide adequate notice to parents of upcoming annual IEP meetings - Provide professional development opportunities for instructional staff members so that they will incorporate differentiated instructional methods in their academic settings - Assign a co-teacher to the general education classes - Provide continuous support through the Florida Inclusion Network - Provide training in the area of cooperative group lesson for enhanced student engagement 	<ul style="list-style-type: none"> - Staff Development - Instructional Leaders - ESE Director - ESE Department Chairperson - Instructional Staff Members - Literacy Coach - District Instructional Specialists 	<ul style="list-style-type: none"> Assessments - Data generated from quarterly academic reports - Climate Survey - Employee Climate Survey - Teacher Evaluation 	<ul style="list-style-type: none"> - Florida Achieve - FCAT 2.0 Results
2	Teachers collecting data to plan for differentiated instruction	Providing Professional Development and support on Diagnostic Assessments (FAIR, Read 180, SRI, System 44, Plugged into Reading Diagnostic Assessment)	Literacy Coach	Administering of Diagnostic Assessments	Data representing that Diagnostic Assessments were administered
3	Teachers effectively interpreting data to differentiate instruction	Providing Professional Development on interpretation of Diagnostic Assessments (FAIR, Read 180, SRI, System 44, Plugged into Reading)	Literacy Coach	Completing Diagnostic Assessment Charts	Meet with Administrator to discuss Diagnostic Assessment Charts
4	Teachers monitoring progress of differentiated instruction	Administering Program Progress Monitoring assessments, informal classroom assessments, and formal classroom assessments	Instructors	Test Administration	Students making consistent gains (3% increments or better) on Program Progress Monitoring Assessments and scoring 75% or better on classroom formal assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	At PFHS, in Reading, the Economically Disadvantaged students will reach their AMO on the 2013 administration of the FCAT 2.0 Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% of economically disadvantaged students made AYP on the FCAT reading assessment.	In 2013, 36% of economically disadvantaged students will reach the AMO target.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	<ul style="list-style-type: none"> - Attendance - Preoccupied with environmental factors - Lack of financial resources - Frequent movement throughout the community - Disconnect between families and school community - Low expectations of student in lower SES - Reading difficulties in the areas of comprehension, fluency, and decoding - Confused by unfamiliar vocabulary words 	<ul style="list-style-type: none"> - Implementation of school-wide Positive Behavior Support system - Students are given the opportunity to earn Pride Slips to spend in Pride store - Increased opportunities for parental involvement activities - Implementation of Common Core Standards in all areas of instruction - Connect families with available financial resources within the community - Closely work with transportation to provide immediate needs for transportation, etc. - Frequent feedback for teachers in regards to preferred instructional methods - Allow students to define unfamiliar vocabulary as well as learn strategies for attacking vocabulary and applying to daily oral tasks - Provide differentiated learning instruction as well as adopting a variety of grading methods to implement in the classroom 	<ul style="list-style-type: none"> - Administrators - Staff Development - District Specialists - Literacy Coach - Department Chair of ESE. 	<ul style="list-style-type: none"> - Formal and informal assessments - Climate Survey 	<ul style="list-style-type: none"> - FAIR testing - FCAT 2.0 assessment - Teacher Made assessments - Parent Survey
2	Teachers collecting data to plan for differentiated instruction	Providing Professional Development and support on Diagnostic Assessments (FAIR, Read 180, SRI, Plugged into Reading Diagnostic Assessment)	Literacy Coach	Administering of Diagnostic Assessments	Data representing that Diagnostic Assessments were administered
3	Teachers effectively interpreting data to differentiate instruction	Providing Professional Development on interpretation of Diagnostic Assessments (FAIR, Read 180, SRI, Plugged into Reading)	Literacy Coach	Completing Diagnostic Assessment Charts	Meet with Administrator to discuss Diagnostic Assessment Charts
4	Teachers monitoring progress of differentiated instruction	Administering Program Progress Monitoring assessments; informal classroom assessments, and formal classroom assessments	Instructors	Test Administration	Students making consistent gains (3% increments or better) on Program Progress Monitoring Assessments and scoring 75% or better on classroom formal assessments

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Cross curriculum reading training increasing rigor in all curriculum groups	Cross curriculum and grade levels	-Literacy Coach -Literacy Team	School-wide	Throughout the 2012-2013 school year	FCAT Reading Data from Spring 2012 assessment	Principal
SREB strategies	Cross curriculum and grade levels	-SREB representative -Literacy Coach	School-wide	Throughout the 2012-2013 school year	Classroom observations	Principal
School wide training on infusing literacy skills throughout the curriculum	Cross curriculum and grade levels	-Subject Area Specialist - Literacy Coach	School-wide	Throughout the 2012-2013 school year	Literacy Coach meeting minutes	Principal
Reading training on how to identify areas of weakness and strategies for intervention	Cross curriculum and grade levels	Literacy Coach and Literacy Team	School-wide	Throughout the 2012-2013 school year	Literacy Coach Formal Evaluations	Principal Assistant Principals
Literacy Design Collaborative (LDC)	Cross curriculum and grade levels	-Literacy Coach -Administrators -Designated Instructional Leaders	School-wide	Throughout the 2012-2013 school year	Regular meetings with representatives from the SREB Classroom Observations	Principal Assistant Principals

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To provide additional resources for the students in the upper grades (10-12) to improve their overall reading comprehension, fluency, and reading decoding skills	USA Test Prep	Title I Funds	\$300.00
To provide additional support for our intensive reading program.	New Edition of the Reading 180 Literacy Program.	District funded the resources this year.	\$0.00
			Subtotal: \$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To provide a new computer lab devoted to credit recovery as well as support our new course Math for College Success	PFHS received 25 new computers to furnish the computer lab.	The district funded the computers this year.	\$0.00
Improve fluency with the support of individual access to reading program and software	Reading 180 Program microphones, recording devices, and headphones	The district funded the resources for this program.	\$500.00
			Subtotal: \$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To provide our instructional staff members with numerous strategies in the areas of literacy, rigor, collaborative teaching, differentiated instruction, and cooperative learning methods	-Representative from SREB - Assistance from Florida Inclusion Network -Implementation of Kagan Principles -Common Core Standards - LDC & MDC Modules	Title I	\$11,484.00
			Subtotal: \$11,484.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$12,284.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		Students currently enrolled in the school supported ESOL program who have been in the United States less than one year are required to be tested on the Comprehensive English Language Learning Assessment, as well as on the state mathematics assessment.			
2012 Current Percent of Students Proficient in listening/speaking:					
There were no scores from the 2011-2012 school year, but this year we should have current information on our students who meet the one year eligibility requirement.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> - Difficulty with transition to country and new academic environment - Few teachers who have the required ESOL certification - Communication barrier between school and families of ELLs 	<ul style="list-style-type: none"> - Mandatory professional development for teachers so that they may acquire the ESOL certification - Increased opportunities for parental involvement, which will include available interpreters for non-English speaking parents - More opportunities for hands-on learning and peer support for those non-English speaking students 	<ul style="list-style-type: none"> - Administrators - ESOL Director for the District - ESOL teacher 	<ul style="list-style-type: none"> - Teacher Evaluation system - Formal and informal assessments - Student performance on daily academic requirements 	<ul style="list-style-type: none"> - Data from informal and formal assessments - Rubric provided by Charlotte Danielson model for teachers

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	It is our goal that 50% of our students classified as ELLs will be proficient in reading, during their second year of enrollment.
2012 Current Percent of Students Proficient in reading:	
The data from the 2011-2012 assessment reports reveal that 18% of our ELL students were proficient in the area of Reading.	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> - Difficult transition to the ESOL setting - Limited access to English in the home environment - Assigned teachers may not have experience with working with ELLs - Decrease in parental involvement of our students with non-English speaking parents 	<ul style="list-style-type: none"> - Provide PDP for all teachers who currently do not have ESOL certification - Assign a peer to assist student in class - Provide an interpreter for parents during the parental involvement activities - Provide all home communication information in their native language 	Principal Assistant Principals ESOL teachers Guidance Staff	<ul style="list-style-type: none"> - Data on academic performance of ELLs - Results from customer satisfaction survey 	<ul style="list-style-type: none"> - Informal and formal assessments

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

It is our goal that 50% of our students classified as ELLs will be proficient in writing, during their second year of enrollment.

2012 Current Percent of Students Proficient in writing:

The data from the 2011-2012 assessment reports reveal that 18% of our ELL students were proficient in the area of Writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> - Difficult transition to the ESOL setting - Limited access to English in the home environment - Assigned teachers may not have experience with working with ELLs - Decrease in parental involvement of our students with non-English speaking 	<ul style="list-style-type: none"> - Provide PDP for all teachers who currently do not have ESOL certification - Assign a peer to assist student in class - Provide an interpreter for parents during the parental involvement activities - Provide all home communication information in their native language 	Principal Assistant Principals ESOL teachers Guidance Staff	<ul style="list-style-type: none"> - Customer Satisfaction Survey - Data from academic performance 	<ul style="list-style-type: none"> - Informal and formal assessments

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide ESOL teachers with supplemental materials to support the classroom instruction.	Bilingual Dictionaries	Title I	\$100.00
			Subtotal: \$100.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Provide ESOL students with interpreters and iPads to assist with the language barrier in non-ESOL courses.	iPad Electronic Interpreters	Teacher Lead Money District Funds	\$120.00
			Subtotal: \$120.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To provide ESOL certification opportunities for our instructional staff members.	Professional development training provided by ESOL District Personnel.	100% funded by the District.	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$220.00

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	There were only six students who participated in the FAA in 2011-2012; therefore, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	There were only six students who participated in the Florida Alternate Assessment, therefore this section does not apply to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	There were only six students who participated in the Florida Alternate Assessment, therefore this section does not apply to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Mathematics Goal # In 2012, PFHS will achieve their AMO goal. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	74%	77%	80%	83%	86%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	There will be a 1% improvement in the number of students making satisfactory progress in Algebra I among Pine Forest students who fall in the five different ethnicity sub groups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% of the students did not make proficiency.	In 2013, students in the subgroup will increase proficiency by 1%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> - Intolerance of diversity present in school setting - Attendance - Low expectations for minorities - Behavioral trends - Exposure to the English Language (Specifically with our English Language Learners) - Difficulty with the comprehension of Algebraic vocabulary and weak mathematic skills 	<ul style="list-style-type: none"> - Diversity training for all instructional staff members - Implementation of the school-wide Positive Behavior Support System - Encourage school community partners to participate in mentorship programs - Offer more vocational options for all students - Require our 	<ul style="list-style-type: none"> - Administrators - Staff Development - Instructional Staff Members - Director of ESOL Services - Instructional Leaders 	<ul style="list-style-type: none"> - Disaggregated data from informal and formal assessments - Student Survey - School Climate Survey 	<ul style="list-style-type: none"> - District Teacher Evaluation System - Results from formal and informal assessments

		instructional staff members to obtain their ESOL certification - Implementation of Common Core Standards to the academic curriculum - Development of modules provided by the Mathematic Collaborative Design Curriculum			
2	- student preparation - student abilities - school climate - external influences.	- PFHS math department will provide scheduling and technology resources for End of Course exam practice for Algebra I students. - Teachers will implement strategies for achieving the Common Core State Standards via Mathematics Design Collaborative.	- Administrators - Math Department Chair - Math Teachers	- student assessment - classroom walk throughs - Mathematics Design Collaborative Trainer Observations - EOC practice test - PMP's - District provided Subject Area Exams - EOC exam	- classroom observations - department meetings - assessments - FCAT Explorer - Subject Area Exams - End of Course Exams

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	There will be a 1% improvement in the number of students making satisfactory progress in Algebra I among Pine Forest students who are English Language Learners.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(38%) Of students who are ELLs demonstrated proficiency on the Algebra EOC.	(39%) of students who are ELLs will demonstrate proficiency on the Algebra EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	- Attendance - Lack of parental involvement because of perceived communication barrier - Low ESOL teacher certification - Low expectations for ELLs - Difficulty with vocabulary and comprehension of reading materials - Weak mathematic foundation - Lack of resources for parents of ELLs - Misidentification practices	- Mandatory ESOL Certification for instructional staff members - Increase the number of parental involvement opportunities - Provide a Resource Center for parents of ELL students - Provide a method of identifying ELL students and appropriate scheduling of courses - Offer instructional supplements for ELLs, i.e. interpreters, dictionaries, and calculators - Ensure students have appropriate accommodations to assist in the instructional setting - Incorporate Mathematic Collaborative Design Modules in the daily instruction	- ESOL Coordinator for the District - Administrators - ESOL Teachers - Instructional Staff Members	- Formal and Informal Assessments - Results of CELLA testing - Greenbar reports provided by District personnel - District Teacher Evaluation	- Formal and informal assessments - Student performance on daily assignments - Charlotte Danielson rubric
	- student preparation	- PFHS will follow district	- Administrators	- student assessment	- classroom

2	<ul style="list-style-type: none"> -student abilities -school climate -external influences 	<p>policies for math remediation of low performing Algebra students not passing End of Course Exams.</p> <p>-Additionally, PFHS math department will provide scheduling and technology resources for End of Course exam practice for Algebra students.</p> <p>-Teachers will implement strategies for achieving the Common Core State Standards via Mathematics Design Collaborative and RtI Intervention.</p>	<ul style="list-style-type: none"> -Math Department Chair -Math Teachers 	<ul style="list-style-type: none"> -classroom walk throughs -Mathematics Design Collaborative Trainer Observations -EOC practice test -PMP's -District provided Subject Area Exams -EOC exam 	<ul style="list-style-type: none"> observations -department meetings -assessments -FCAT Explorer -Subject Area Exams -End of Course Exams
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	There will be a 1% improvement in the number of students making satisfactory progress in Algebra I among Pine Forest students with disabilities.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(24%)of the students with disabilities demonstrated proficiency on the Algebra EOC.	(25%) of the students with disabilities will demonstrate proficiency on the Algebra EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> - Attendance - Lack of parental involvement in planning of academic program - Inappropriate accommodations in instructional and testing environment - Weak academic foundation due to lack of rigor in instructional setting - Lack of differentiated instruction in academic setting - Lack of academics that promote student engagement activities - Poor fluency, comprehension, and word decoding skills 	<ul style="list-style-type: none"> - Increased opportunities for parental involvement - Inform parents of safeguards, rights, and procedures - Provide adequate notice to parents of upcoming annual IEP meetings - Provide professional development opportunities for instructional staff members so that they will incorporate differentiated instructional methods in their academic settings - Assign a co-teacher to the general education classes - Provide continuous support through the Florida Inclusion Network - Provide training in the area of cooperative group lesson for enhanced student engagement 	<ul style="list-style-type: none"> - Administrators - Staff Development - Instructional Leaders - ESE Director - ESE Department Chairperson - Instructional Staff Members - Literacy Coach - District Math Instructional Specialists 	<ul style="list-style-type: none"> Formal and Informal Assessments - Data generated from quarterly academic reports - Climate Survey - Employee Climate Survey - Teacher Evaluation 	<ul style="list-style-type: none"> - District Subject Area Exams - Algebra I End of Course Assessment - Teacher Made Assessments
	<ul style="list-style-type: none"> -student preparation -student abilities -school climate -external influences 	<ul style="list-style-type: none"> -PFHS will follow district policies for math remediation of low performing Algebra 	<ul style="list-style-type: none"> -Administrators -Math Department Chair -Math Teachers 	<ul style="list-style-type: none"> -student assessment -classroom walk throughs -Mathematics Design Collaborative Trainer 	<ul style="list-style-type: none"> -classroom observations -department meetings

2		<p>students not passing End of Course Exams.</p> <ul style="list-style-type: none"> -Additionally, PFHS math department will provide scheduling and technology resources for End of Course exam practice for Algebra students. -Teachers will implement strategies for achieving the Common Core State Standards via Mathematics Design Collaborative and RtI Intervention. 	<p>Observations</p> <ul style="list-style-type: none"> -EOC practice test -PMP's -District provided Subject Area Exams -EOC exam 	<ul style="list-style-type: none"> -assessments -FCAT Explorer -Subject Area Exams -End of Course Exams
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p> <p>Mathematics Goal E:</p>	<p>There will be a 1% improvement in the number of students making satisfactory progress in Algebra I among Pine Forest students who are economically disadvantaged.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>% (36)of the students in the lower SES, have demonstrated proficiency on the Algebra EOC.</p>	<p>% (37)of the students in the Lower SES will demonstrate proficiency.</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> - Attendance - Preoccupied with environmental factors - Lack of financial resources - Frequent movement throughout the community - Disconnect between families and school community - Low expectations of student in lower SES - Reading difficulties in the areas of comprehension, fluency, and decoding - Confused by unfamiliar vocabulary words - Weak mathematics foundation 	<p>Implementation of school-wide Positive Behavior Support system</p> <ul style="list-style-type: none"> - Students are given the opportunity to earn Pride Slips to spend in Pride store - Increased opportunities for parental involvement activities - Implementation of Common Core Standards in all areas of instruction - Connect families with available financial resources within the community - Closely work with transportation to provide immediate needs for transportation, etc. - Frequent feedback for teachers in regards to preferred instructional methods - Allow students to define unfamiliar vocabulary as well as learn strategies for attacking vocabulary and applying to daily oral tasks - Provide differentiated learning instruction as well as adopting a variety of grading methods to 	<ul style="list-style-type: none"> - Administrators - Staff Development - District Specialists - Literacy Coach - Department Chair of ESE. 	<ul style="list-style-type: none"> - Formal and informal assessments - Climate Survey 	<ul style="list-style-type: none"> - FCAT 2.0 assessment - Teacher Made assessments - Parent Survey

		implement in the classroom setting - Develop accommodations to assist student in regular classroom - Provide project-based learning activities for students in all academic settings			
2	- student preparation - student abilities - school climate - external influences	- PFHS will follow district policies for math remediation of low performing Algebra students not passing End of Course Exams. - Additionally, PFHS math department will provide scheduling and technology resources for End of Course exam practice for Algebra students. - Teachers will implement strategies for achieving the Common Core State Standards via Mathematics Design Collaborative and RtI Intervention.	- Administrators - Math Department Chair - Math Teachers	- student assessment - classroom walk throughs - Mathematics Design Collaborative Trainer Observations - EOC practice test - PMP's - District provided Subject Area Exams - EOC exam	- classroom observations - department meetings - assessments - FCAT Explorer - Subject Area Exams - End of Course Exams

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	In 2013, the number of Pine Forest High School Algebra I students testing at the proficient level on the EOC will improve by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of Algebra I students proficient in 2012 was 48%(375 students). Source: School Grades.fldoe.org	The percentage of Algebra I students showing proficiency in 2013 will be 49% Source: School Grades.fldoe.org)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	- Poor Attendance - Comprehension of difficult algebraic concepts and/or vocabulary - Limited instructional resources for families - Lack of rigor provided in the instructional settings	- Implement Common Core Standards in all Core Content areas - Provide frequent Professional Development for teachers that offer reading strategies - Incorporate Math Design Collaborative Modules with the school-wide curriculum - Enhance parental involvement activities	- Administrators - Literacy Coach - Designated Instructional Leaders - School Advisory Council	- Data derived from formal and informal assessments - School Climate Survey	- District Subject Area Exams - School Climate Survey Results - End of Course Assessment Results - Data from teacher observations, assessments, and overall academic performance of students in

		- Inclusion of all ESE students in the General Education Setting - Adhere to the District recommended mathematics progression to ensure students have the necessary skills to advance to the recommended course			courses offered
2	-student preparation -student abilities -school climate -external influences	-PFHS math department will provide scheduling and technology resources for End of Course exam practice for Algebra I students. -Teachers will implement strategies for achieving the Common Core State Standards via Mathematics Design Collaborative.	-Administrators -Math Department Chair -Math Teachers	-student assessment -classroom walk throughs -Mathematics Design Collaborative Trainer Observations -EOC practice test -PMP's -District provided Subject Area Exams -EOC exam	-classroom observations -department meetings -assessments -FCAT Explorer -Subject Area Exams -End of Course Exams

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	In 2013, the number of Pine Forest High School Algebra I students testing at level 4 and 5 on the EOC will improve by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(6%) Students scoring at or above Achievement Level 4.	(11%) Students scoring at or above Achievement Level 4.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	-student preparation -student abilities -school climate -external influences	-PFHS math department will provide scheduling and technology resources for End of Course exam practice for Algebra I students. -Teachers will implement strategies for achieving the Common Core State Standards via Mathematics Design Collaborative.	-Administrators -Math Department Chair -Math Teachers	-student assessment -classroom walk throughs -Mathematics Design Collaborative Trainer Observations -EOC practice test -PMP's -District provided Subject Area Exams -EOC exam	-classroom observations -department meetings -assessments -FCAT Explorer -Subject Area Exams -End of Course Exams

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry.	In 2013, the number of Pine Forest High School geometry students testing at the proficient level on the EOC will

Geometry Goal #1:	improve by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of Geometry students proficient in 2012 was (73%)(296 students). Source: School Grades.fldoe.org	The percentage of Geometry students showing proficiency in 2013 will be 74% Source: School Grades.fldoe.org)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> - Poor Attendance - Comprehension of difficult geometry concepts and/or vocabulary - Limited instructional resources for families - Lack of rigor provided in the instructional settings 	<ul style="list-style-type: none"> - Implement Common Core Standards in all Core Content areas. - Provide frequent Professional Development for teachers that offer reading strategies - Incorporate Math Design Collaborative Modules with the school-wide curriculum - Enhance parental involvement activities - Inclusion of all ESE students in the General Education Setting - Adhere to the District recommended mathematics progression to ensure students have the necessary skills to advance to the recommended course 	<ul style="list-style-type: none"> - Administrators - Literacy Coach - Designated Instructional Leaders - School Advisory Council 	<ul style="list-style-type: none"> - Data derived from formal and informal assessments - School Climate Survey 	<ul style="list-style-type: none"> - District Subject Area Exams - School Climate Survey Results - End of Course Assessment Results - Data from teacher observations, assessments, and overall academic performance of students in courses offered
2	<ul style="list-style-type: none"> -student preparation -student abilities -school climate -external influences 	<ul style="list-style-type: none"> -PFHS math department will provide scheduling and technology resources for End of Course exam practice for Geometry students. -Teachers will implement strategies for achieving the Common Core State Standards via Mathematics Design Collaborative and Rtl Intervention. 	<ul style="list-style-type: none"> -Administrators -Math Department Chair -Math Teachers 	<ul style="list-style-type: none"> -student assessment -classroom walk throughs -Mathematics Design Collaborative Trainer Observations -EOC practice test -PMP's -District provided Subject Area Exams -EOC exam 	<ul style="list-style-type: none"> -classroom observations -department meetings -assessments -FCAT Explorer -Subject Area Exams -End of Course Exams

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	In 2013, the number of Pine Forest High School geometry students testing at level 4 and 5 on the EOC will improve by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
% (73)of the students demonstrated proficiency on the Geometry EOC.	% (74)of the students will demonstrate proficiency on the 2013 Geometry EOC.

Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	-student preparation -student abilities -school climate -external influences	-PFHS math department will provide scheduling and technology resources for End of Course exam practice for Geometry students. -Teachers will implement strategies for achieving the Common Core State Standards via Mathematics Design Collaborative and RtI Intervention.	-Administrators -Math Department Chair -Math Teachers	-student assessment -classroom walk throughs -Mathematics Design Collaborative Trainer Observations -EOC practice test -PMP's -District provided Subject Area Exams -EOC exam	-classroom observations -department meetings -assessments -FCAT Explorer -Subject Area Exams -End of Course Exams

End of Geometry EOC Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Design Collaborative	School-wide	SREB	Designated Instructional Leaders	Throughout the school year	Monthly meetings and classroom observations	-Administrators -District Instructional Specialists
Singapore Math	9-10 grade	Sheila Montgomery	Algebra IA Teachers	July 2012	-Classroom observations -Quarterly District Math Meetings	-Administrators -Math Department Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers with alternate instructional methods to assist students in the lower 25%	Singapore Math Supplemental textbooks and curriculum	District provided texts	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To provide training for our instructional staff members to assist with differentiated instruction and strategies that will promote student engagement	SREB	Title I	\$11,484.00
			Subtotal: \$11,484.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	\$0.00
			Subtotal: \$0.00
			Grand Total: \$11,484.00

Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:		There were only six students who participated in the FAA in 2011-2012; therefore, this section is not applicable to our school.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:		There were only six students who participated in the FAA in 2011-2012; therefore, this section is not applicable to our school.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Biology End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	Pine Forest High students tested will meet or exceed the state average in proficiency (level 3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 Biology EOC data, the average t-score of Pine Forest HS students tested was 47. The state average was 49.	Since cut scores for levels of achievement will not be published until December 2012, and there are no previous data for achievement levels, this goal is stated as a comparison between Pine Forest HS and the state in terms of proficiency (level 3). Pine Forest High students tested will meet or exceed the state average in proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	-Students have had limited scientific thinking experience -Many students have limited literacy skills	-Inquiry based laboratory activities shall be included in each unit of instruction. This will include at least one lab per week and at least one laboratory write-up per quarter. -Increased participation in Science Fair at the school and regional levels. This will start at the 9th grade level and move upward to include grades 10-12. -Incorporate literacy strategies into daily lessons	-Frank Murphy, Principal -Kathleen Jenkins, Department Head	-Standard rubrics for laboratory write-ups will be used per type of discipline within the department. -9th grade honors students will be required to conduct and produce a research-based science project. A standard rubric will be used for evaluation. -Two-column note taking -Scientific vocabulary enhancement -Other strategies	-Lab analysis questions, lab write ups -A project-specific rubric will be used to evaluate projects -Scores on PLC-constructed tests. -scores on previous and current Biology EOC administrations.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	Cut scores for achievement levels on the Bio EOC are not available until December of 2012, and there are no previous achievement level scores for comparison. This goal cannot be stated at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
There are no 2012 achievement level scores available.	The 2013 level of performance cannot be predicted.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	-Students have had limited scientific thinking experience -Many students have	-Inquiry based laboratory activities shall be included in each unit of	-Frank Murphy, Principal -Kathleen Jenkins,	-Standard rubrics for laboratory write-ups will be used per type of discipline within the	-Standard rubrics for laboratory write-ups will be used per type of

1	limited literacy skills	instruction. This will include at least one lab per week and at least one laboratory write-up per quarter. - Increased participation in Science Fair at the school and regional levels. This will start at the 9th grade level and move upward to include grades 10-12. - Incorporate literacy strategies into daily lessons	Department Head	department. -9th grade honors students will be required to conduct and produce a research-based science project. A standard rubric will be used for evaluation. - Two-column note taking - Scientific vocabulary enhancement - Other strategies	discipline within the department. -9th grade honors students will be required to conduct and produce a research-based science project. A standard rubric will be used for evaluation. - Two-column note taking - Scientific vocabulary enhancement - Other strategies
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
-Biology PLC Focus: Alignment of instruction with the district pacing guide for Biology I and the benchmark/test item specifications for the Biology EOC -Biology PLC member participation in SREB Literacy Collaborative	-9th and 10th -Biology I and Biology I H	Linda Ables	-Subject Area Biology PLC -Linda Ables -Stephanie Elliott -Kevin McAulliffe -Sean Roby	-December 2012 administration of Biology EOC for 4th block classes -May 2013 administration of Biology EOC for 5th block and nonblock classes -Biology PLC meets weekly for collaboration and planning.	-Analysis of scores on PLC-constructed student tests throughout the year -Scores on 2013 Biology EOC.	-Kim Walden, District Science Specialist -Frank Murphy, Principal
-Science Department PLC Focus: Increasing student achievement in the sciences and preparing students for their post-secondary ambitions in science	-9-12 -All	Kathleen Jenkins, Department Chair	-Subject Area -Kathleen Jenkins -Linda Ables -Rachel Barry -Stephanie Elliott -Shannon Gehrke -Dana Lupton -Nick Lupton -Kevin McAulliffe -Carmen McClammy -Cyndee Palacios -Sean Roby -Kevin Rollins	Monthly departmental meetings	-Analysis of scores on standardized testing -FCAT reading, college admissions tests (PERT/ACT/SAT) and Biology EOC	-Kim Walden, District Science Specialist -Frank Murphy, Principal

Science Budget:

Strategy	Description of Resources	Funding Source	Available Amount
To provide teachers with adequate support to promote student engagement and increase proficiency	Project Based Instruction District provided materials and access to Biology EOC review materials	District	\$0.00
Project based instruction through a collaborative team approach	Lab materials and equipment provided by Bioscope	District	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
District-wide Inservice	Substitutes	General Fund	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Materials and Supplies	Lab supplies and equipment	State of Florida	\$2,522.63
			Subtotal: \$2,522.63
			Grand Total: \$4,522.63

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		Increase the percentage of students achieving proficiency on the 2013 FCAT Writing assessment.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
The percent of students showing mastery on the FCAT Writing assessment for 2012 was 80%. This was based on a 4.0 scale. Data demonstrates that Pine Forest had a 4 point drop from the 2012 results, however, these results were based on a 3.0 proficiency scale.		Pine Forest students are expected to show a 1% increase from 80% to 81% on the 2013 FCAT Writing assessment.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teaching teachers how to assess analytical paragraphs	-Practice writing prompts -Instruct on the 6 Traits concept -Writing using literature and non-fiction topics -Rewriting and editing of all prompts	-Chris Yow, 10th-grade Language Arts chair -Frank Murphy, Principal	Writing rubrics that are used by the State of Florida to grade FCAT Writes	-Practice prompts -Q1 and Q2 data -Results from the 2012 FCAT Writing assessment
	Teaching teachers how to assess analytical essays	-Practice writing prompts -Instruct on the 6	-Chris Yow, 10th-grade Language Arts chair	Writing rubrics that are used by the State of Florida to grade FCAT	-Practice prompts -Q1 and Q2 data -Results from the

2		Traits concept -Writing using literature and non-fiction topics -Rewriting and editing of all prompts	-Frank Murphy, Principal	Writes	2012 FCAT Writing assessment
3	School wide training will take place on August 15, 2012 and will be lead by Steve White with Just Read Florida. Mr. White will be covering ways to incorporate literacy strategies across the curriculum.	-Practice writing strategies based on the instruction given by Steve White -Writing using Literacy strategies	-Frank Murphy, Principal	Writing rubrics that are used by the State of Florida to grade FCAT Writes	Writing Assessment data from FCAT Writes
4	Incorporation of the new focus for quality details and increased expectations for grammar and conventions into writing instruction	-Continue writing workshop instruction for whole-class discussion and practice using quality details in their writing and noticing and correcting grammar through writing -Implement a quarter-based grammar and conventions focus that uses grammar resource tools as students create corrections sheets for each writing assignment so students can locate, understand, and correct errors in their own writing -Use of the Grammar Toolbox, online sources, and handouts to assist students in taking ownership of their editing process	C-hris Yow, 10th-grade Language Arts chair -Frank Murphy, Principal	Writing rubrics that are used by the State of Florida to grade FCAT Writes	-Practice prompts -Grammar corrections pages -Revised drafts

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	There were only six students to participate on the FAA in 2011-2012; therefore, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Attendance 2. Poor writing ability 3. Difficulty participating in writing activities during the classroom instruction time 4. Unfamiliar vocabulary/texts.	1. Allow multiple opportunities for parents to attend school activities. 2. Implement project-based activities in the instructional setting 3. Close reading and text complexity strategies 4. Provide professional	1. Administrators 2. Anne McGowan, Literacy Coach 3. Instructional Leader 4. E-3 Evaluator	1. FAIR assessment 2. Informal and formal assessment	Data collected from formal and informal assessments.

		development options for instructional staff		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
-Maintain shared curriculum planning among sophomore writing teachers -NG-CARPD training - Differentiated Instruction training -SREB Common Core Literacy Design Collaborative training	-10th-Grade Language Arts -10th-Grade Social Studies	-Chris Yow, 10th-grade English Chair -Anne McGowan, Literacy Coach -Frank Murphy, Principal	-Chis Yow, 10th LA -Hans Bjornstad, 10th LA -Zach Riffell, 10th LA -Holly Riffell, 11th LA -Anne McGowan, Literacy Coach -Richard Loiselle, 10th SS -Don Johnson, 10th SS	-NG-CARPD: all sophomore English teachers are CARPD trained as of 2012 -Differentiated Instruction: all sophomore English teachers are DI trained as of 2012 except for one -SREB/Common Core: sophomore English teachers and social studies teachers are in the process of learning about and incorporating Common Core practices into their curriculum -SREB-LDC: Chris Yow, Anne McGowan, and Richard Loiselle are being trained this year on the SREB Common Core template (LDC) and will train other teachers on the process next year	Ensure teams are working together and individuals are completing training tasks and implementing them in the classroom	-Chris Yow, 10th-grade Language Arts Chair -Anne McGowan, Literacy Coach -Frank Murphy, Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$1,200.00
			Subtotal: \$1,200.00
			Grand Total: \$1,200.00

U.S. History End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	In 2013, 20% of our students participating in the US History End of Course Assessment will demonstrate mastery.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	20 % of our students participating in the US History End of Course Assessment will demonstrate mastery.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> - Poor Attendance - Comprehension of difficult reading level and/or vocabulary - Limited instructional resources for families - Lack of rigor provided in the instructional settings 	<ul style="list-style-type: none"> - Implement Common Core Standards in all Core Content areas - Provide frequent Professional Development for teachers that offer reading strategies - Incorporate Literacy Design Collaborative Modules with the school-wide curriculum - Enhance parental involvement activities - Inclusion of all ESE students in the General Education Setting 	<ul style="list-style-type: none"> - Administrators - Literacy Coach - Designated Instructional Leaders - School Advisory Council 	<ul style="list-style-type: none"> - Data derived from formal and informal assessments - School Climate Survey 	<ul style="list-style-type: none"> - District Subject Area Exams - School Climate Survey Results - End of Course Assessment Results - Data from teacher observations, assessments, and overall academic performance of students in courses offered

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	In 2013, 5% of the students participating in the US History End of Course will score at or above Achievement Level 4 on the assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	5% of the students participating in the US History End of Course will score at or above Achievement Level 4 on the assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<ul style="list-style-type: none"> - Lack of rigor present in the instructional setting 	<ul style="list-style-type: none"> - Implement Common Core Standards in the instructional setting 	<ul style="list-style-type: none"> - Administrators - Literacy Coach - District 	<ul style="list-style-type: none"> - Frequent classroom evaluations - Results from Teacher 	<ul style="list-style-type: none"> - Teacher Evaluation System

1	<ul style="list-style-type: none"> - Attendance - Low parental involvement - Unfamiliar vocabulary and difficult texts 	<ul style="list-style-type: none"> - Professional Development for instructional staff members to assist with producing more rigorous lessons - Frequent feedback for teachers from their assigned evaluator - Cooperative Learning strategies to promote student engagement - Increase opportunities for parental involvement activities 	<ul style="list-style-type: none"> Instructional Specialists - Staff Development - Designated Instructional Leaders 	<ul style="list-style-type: none"> Made Assessments - Formal and Informal Assessments - District Subject Area Exams 	<ul style="list-style-type: none"> - Climate Surveys - Rubric provided by Charlotte Danielson Teaching Model - Disaggregated data from formal and informal assessments
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To provide instructional staff members with supplemental resources to assist with differentiated instruction, providing a more rigorous curriculum, and to promote student engagement practices.	Materials provided by SREB	Provided by SREB	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To provide instructional staff members with on-going training to assist with the level of rigor present in the US History End of Course Assessment	Materials provided by SREB	SREB	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal # 1:		Pine Forest will show an increase in attendance by .1% (92.3%) at the conclusion of the 2012-2013 school year.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
92.2%		92.3%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
544		539			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
164		160			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	-Lack of parental support in expressing the importance of attending school daily -Out of district students who are not coming to school because of a lack of consistent transportation	Conduct a child study meeting for students exceeding 5 days absent in a 30 day period or 10 days absent in a 90 day period	Guidance	Collect weekly and monthly data for attendance and investigate reports from teachers on students with excessive absences	Review weekly and monthly data for students with excessive absence and follow district procedures
2	-Lack of parental support in expressing the importance of attending school daily -Out of district students who are not coming to school because of a lack of consistent transportation	Request the visiting teacher meet with students who exceed 15 days absent in a 90 day period	Guidance and Deans	Collect weekly and monthly data for students referred to the visiting teacher	Review weekly and monthly data for students referred to the visiting teacher and follow district procedures
	-Lack of parental support in expressing the importance of attending school daily -Out of district students who are not coming to school because of a lack of consistent	Teachers have been advised to contact the grade level Guidance Counselor and Dean when a student has been absent for (3) consecutive days and/or a pattern of excessive absences is	Deans and Guidance	-E-mail the dean and counselor the student's name and attendance issues -Dean and counselor will investigate the attendance matter and determine the best resources and	Weekly monitoring of the students referred to Guidance and Dean from teachers submitting attendance inquiries

3	transportation	noted on any particular student		procedures	Parent will be notified at each step of the investigative and review process Quarterly data for the school-wide Behavior Management Plan and parent surveys will be analyzed
4	-Lack of parental support in expressing the importance of attending school daily -Out of district students who are not coming to school because of a lack of consistent transportation	Promote regular attendance with incentive program and improved communication with parents	Principal and Guidance	-Regularly communicate with parents through ConnectEd -Parent newsletters -Progress reports -Pride Slips -Pride Celebrations -School marquee -Updates to school web-site	-Achievement rate of extracurricular events -Review parent input via emails -Parent newsletters -Parent surveys -PTSA meetings -Review the number of CST meetings conducted

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Provide Focus training to teachers so they will be more knowledgeable on how to track student attendance period-by-period	9-12	IT Coordinator	Open to all faculty 9-12	October Professional Development	-Review of daily attendance lists -Collection of data to include the number of skipping referrals and the number of attendance inquiries to Guidance and Deans	-Deans -E3 Evaluators

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal # 1:	Pine Forest will decrease out of school suspensions by 2% (12) from the previous school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
942	930
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
461	450
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
566	554
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
309	300

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	-Lack of support from the students home in stressing the importance of behavior and the consequences of negative behavior -Failure of students to recognize the significance of staying focused in school and	Continuation of an In-School Suspension Program	-Assistant Principal of Student Services -Deans -ISS Teacher	Collect and analyze data quarterly and compare it to the 2012-2013 data	Frequency count of out of school suspensions

	not disrupting school, forcing an out of school suspension				
2	-Lack of support from the students home in stressing the importance of behavior and the consequences of negative behavior -Failure of students to recognize the significance of staying focused in school and not disrupting school, forcing an out of school suspension	Refer students to the counselor for interventions	Deans	Collect and analyze data quarterly and compare it to the 2012-2013 data	Frequency count of suspensions for students receiving counseling
3	-Lack of support from the students home in stressing the importance of behavior and the consequences of negative behavior -Failure of students to recognize the significance of staying focused in school and not disrupting school, forcing an out of school suspension	-Place students on a Behavior Contract -Increase communication with parents -Parents will be informed of the contract and the action steps and will also be encouraged to participate in a review of the student's records at semester break	Deans	Collect and analyze data quarterly and compare it to the 2012-2013 data	Frequency count of suspensions for students on contract
4	-Lack of support from the students home in stressing the importance of behavior and the consequences of negative behavior -Failure of students to recognize the significance of staying focused in school and not disrupting school, forcing an out of school suspension	We will implement School-wide Positive Behavior Support Initiatives to build environments in which positive behavior is recognized rather than focusing on problem behavior	Administration & PBS Team	-Collect and analyze referral data quarterly and compare it to the 2012-2013 data -Begin collection of Pride Slip data	-Frequency count of overall discipline referrals -Frequency count of student Pride Slips

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Provide training to teachers and staff on School-wide Positive Behavior Support	9-12	PBS Team	All school employees	Pre-school training on August 17th and throughout the year at faculty meetings	The Administration & PBS Team members will update staff at monthly faculty meetings and provide individual assistance to teachers as requested or as needed	Administration & PBS Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention					
Dropout Prevention Goal #1:		The data used for this section is based on the 2011-2012 school year. The Pine Forest High School's goal of decreasing the number of students that drop out of our school for the 2012-2013 school year will be to decrease the percentage of students to 0.9%.			
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
1.1% (29)		25			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
71.6%		75%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students who fall behind academically become discouraged about their chances of meeting the requirements for graduation. Therefore, they drop out of school to prevent continually falling behind even	Students who fall behind academically will be monitored closely by the guidance staff at Pine Forest. Students will be counseled about potential options to credit recovery and how to get back on track through their	- Jeff Elliott, Assistant Principal - Mike Samala, Guidance - Robyn Halstead, Guidance - Amanda Williams, Guidance	Evaluation of student progress in getting back on their graduation track and decrease in the dropout data	NCLB School Accountability Report

1	further.	participation in community school, Escambia Virtual, and Florida Virtual. Continual progress monitoring will take place until the student has earned sufficient credit to be back on their correct graduation track.			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Co-teaching/Collaborative Teaching Training	9-12	Florida Inclusion Network	Designated Instructional Staff Members represented in all grade levels	-Throughout the school year -Learning Community meets monthly with F.I.N.	-Classroom Observations and Evaluations -Formal and informal assessments	-F.I.N. Representative -ESE Director -Administrators -Designated Instructional Leaders
Professional Development for our instructional staff members assigned to the Freshmen Center	Grade 9	-SREB Representative -Administrators -Literacy Coach	All Instructional Staff Members assigned to the Freshmen Center	Throughout the school year	-Classroom Observations and Evaluations -Monthly meetings with SREB	-Administrators -Literacy Coach -Instructional Leaders

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Pine Forest High School will show a 1% increase in parent participation using comparative data from the 2010-2011 school year to the 2012-2013 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
We did not receive Title I funds during the 2011-2012 School Year.	Previous level of Parent Involvement was 19% in 2012. This year, we would like to increase participation by 5%. Current goal for this school year is 24% for a total of 426 parents.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents and their work schedules prevent them from attending activities.	Rotate the hours of activities to make them more flexible for parents	Frank Murphy, Principal	Sign-In Rosters and parent climate surveys	Sign-In Rosters
2	Lack of communication from the school to the student's home	Using print, media, and call out system	Frank Murphy, Principal	Sign-In Rosters and parent climate surveys	Sign-In Rosters
3	Parents feel that their concerns and/or ideas are not well received by school personnel.	Work collaboratively to address concerns in a timely manner, as well as involve parents in the academic programs of our school	-Administrative staff -Guidance Department -Instructional Leaders	Parent/School Climate Surveys	Results/Data derived from the surveys distributed throughout the year

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$0.00			

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			This initiative is primarily for the elementary school settings; therefore, this section does not apply to our school.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		In 2012-2013, more of our students will participate in our Career and Technology courses. It is our goal to increase Industry Certifications by 20%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	- Increase in student participation at the Middle School Level - Few teachers trained on Industry Certification Examination - Server issues due to increase usage of computers	- Professional Development for our teachers in Career and Technology to assist with certification - Work collaboratively with District Work Force personnel to decrease server issues during testing	- Administrators - District Work Force personnel - Instructional Staff Members	- Enrollment during Spring registrations - Data received from Industry Certification results	Industry Certification Assessments provided by the State

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Development Opportunities for Instructional Staff Member to seek their Industry Certification License	9-12	District Staff Development Personnel	All Instructional Staff Members in the CTE Department	2012-2013 School Year	Certificates received from PD attendance	-Administrators -District Workforce Personnel -Designated Instructional Leaders

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

N/A Goal:

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To provide additional resources for the students in the upper grades (10-12) to improve their overall reading comprehension, fluency, and reading decoding skills	USA Test Prep	Title I Funds	\$300.00
Reading	To provide additional support for our intensive reading program.	New Edition of the Reading 180 Literacy Program.	District funded the resources this year.	\$0.00
CELLA	Provide ESOL teachers with supplemental materials to support the classroom instruction.	Bilingual Dictionaries	Title I	\$100.00
Mathematics	Provide teachers with alternate instructional methods to assist students in the lower 25%	Singapore Math Supplemental textbooks and curriculum	District provided texts	\$0.00
Science	To provide teachers with adequate support to promote student engagement and increase proficiency	Project Based Instruction District provided materials and access to Biology EOC review materials	District	\$0.00
Science	Project based instruction through a collaborative team approach	Lab materials and equipment provided by Bioscope	District	\$0.00
U.S. History	To provide instructional staff members with supplemental resources to assist with differentiated instruction, providing a more rigorous curriculum, and to promote student engagement practices.	Materials provided by SREB	Provided by SREB	\$0.00
				Subtotal: \$400.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To provide a new computer lab devoted to credit recovery as well as support our new course Math for College Success	PFHS received 25 new computers to furnish the computer lab.	The district funded the computers this year.	\$0.00
Reading	Improve fluency with the support of individual access to reading program and software	Reading 180 Program microphones, recording devices, and headphones	The district funded the resources for this program.	\$500.00
CELLA	Provide ESOL students with interpreters and iPads to assist with the language barrier in non-ESOL courses.	iPad Electronic Interpreters	Teacher Lead Money District Funds	\$120.00
Mathematics	n/a	n/a	n/a	\$0.00
Science	N/A	N/A	N/A	\$0.00
U.S. History	N/A	N/A	N/A	\$0.00
				Subtotal: \$620.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount

Reading	To provide our instructional staff members with numerous strategies in the areas of literacy, rigor, collaborative teaching, differentiated instruction, and cooperative learning methods	-Representative from SREB -Assistance from Florida Inclusion Network - Implementation of Kagan Principles - Common Core Standards - LDC & MDC Modules	Title I	\$11,484.00
CELLA	To provide ESOL certification opportunities for our instructional staff members.	Professional development training provided by ESOL District Personnel.	100% funded by the District.	\$0.00
Mathematics	To provide training for our instructional staff members to assist with differentiated instruction and strategies that will promote student engagement	SREB	Title I	\$11,484.00
Science	District-wide Inservice	Substitutes	General Fund	\$2,000.00
U.S. History	To provide instructional staff members with on-going training to assist with the level of rigor present in the US History End of Course Assessment	Materials provided by SREB	SREB	\$0.00
				Subtotal: \$24,968.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	n/a	n/a	n/a	\$0.00
Science	Materials and Supplies	Lab supplies and equipment	State of Florida	\$2,522.63
Writing				\$1,200.00
U.S. History	N/A	N/A	N/A	\$0.00
				Subtotal: \$3,722.63
				Grand Total: \$29,710.63

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

[View uploaded file](#) (Uploaded on 10/25/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
At this time, no SAC funds are available.	\$0.00

Describe the activities of the School Advisory Council for the upcoming year

At Pine Forest High School, our SAC assists with the following tasks:

- 1) Provides input to the School Improvement Plan
- 2) In the Spring, assists with the budget process
- 3) Provides assistance in determining the feasibility of school uniforms
- 4) Assists with determining the policy for distribution of school recognition monies

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Escambia School District PINE FOREST HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	31%	55%	85%	40%	211	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	44%	69%			113	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	44% (NO)	67% (YES)			111	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					435	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Escambia School District PINE FOREST HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	33%	59%	89%	29%	210	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	42%	65%			107	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	36% (NO)	61% (YES)			97	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					414	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested