

Orange County Public Schools

Pace Center For Girls



2015-16 School Improvement Plan

Pace Center For Girls

728 GEAR LAKE AVE, Orlando, FL 32803

<http://www.pacecenter.org/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	0%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Pace Center for Girls provides girls and young women an opportunity for better future through education, counseling, training and advocacy.

Provide the school's vision statement

Pace Center for girls values all girls and young woman, believing each one deserves an opportunity to find her voice, achieve her potential and celebrate a life defined by responsibility, dignity, serenity and grace.

School Environment

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

PACE uses student surveys, data chats, parent/student interviews, team building activities, collaborative environment, celebrating cultural days, creating positive relationships, one on one meetings with students, care review, monthly parent contacts

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

PACE works to create positive relationships using a positive behavior support system, Safety training videos are provided for teachers, students and staff. Character education promotes positive behavior and teaches respect. In addition, students are given tools and skills during weekly counseling and group sessions.

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

PACE utilizes behavior management strategies, a level system, and clear class rules to set behavioral expectations, minimize distractions and keep students engaged. In addition, we review the code of conduct regularly with students through advising and counseling.

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

PACE provides academic and social counseling, IEPs, 504 plans, instruction on social life skills and collaborates with host agencies for mental health support. We utilize SAFE and community resources (eg employers for collaborative interaction) to support workplace skills as they relate to academic skills. We also focus on character education to give our students the skills and tools necessary to be productive citizens.

Early Warning Systems

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

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

PACE monitors the following Early Warning Indicators:
 Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 Course failure in English Language Arts or mathematics
 A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level					Total
	6	7	8	9	10	
Attendance below 90 percent	1	3	4	13	0	21
One or more suspensions	0	0	0	0	0	
Course failure in ELA or Math	2	2	4	7	5	20
Level 1 on statewide assessment	0	0	0	0	0	

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

Indicator	Grade Level					Total
	6	7	8	9	10	
Students exhibiting two or more indicators	1	4	3	9	8	25

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

Our intervention strategies include school tutoring sessions, one on one sessions with instructional staff, data discussions with students, progress monitoring, credit retrieval, intensive reading classes, attendance contracts, parent meetings,

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Staff works diligently to engage parents in the progress of the child. This includes monthly parent contact meetings to review child's progress and goals, weekly progress monitoring with advisors and

counselors in a care review environment, bi-weekly meetings with advisors, quarterly progress reports and report cards as well as daily calls home for attendance and other issues that may arise

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

PACE builds partnerships through Partners in Education, PACE's Board of Directors, the cooperative agreement with OPCS, guest speakers, community outreach through Outreach Counselor, Partnership with Department of Juvenile Justice, education advocacy, home visits, mentor programs, job connection, employment opportunities, and other vocational services.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Tovine, William	Principal
Toffoli, Dan	Assistant Principal
Shivrattan, Ruiz	Other
Young, Tammye	Administrative Support

Duties

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

The leadership team meets weekly to share decision making for all school sites, sharing leadership and other practices that are working and problem-solving practices that need to be improved. To track and guide student progress, the leadership team uses the CIM model to analyze data, determine needs, implement intervention and acceleration and adjust instruction as necessary. We engage in a monthly data cycle beginning with a meeting of representatives of all sites with the administrators, CRT and instructional coaches, followed by data meetings at each site, followed by biweekly individual student data meetings.

Site representatives bring data on all student SIP goals to the Principal's Data Meeting monthly. At these monthly meetings, the team evaluates screening data on reading, math, science and writing performance for each student, analyzing strengths and weaknesses. An intervention plan to target weaknesses is developed including specific instructional methods and targeted assessments. Individual leadership team members monitor the progress of students at their sites on a weekly basis and the team as a whole reviews progress toward SIP goals monthly. If interventions are not effective, the team problem solves and develops an amended intervention plan for the student. Teacher capacity SIP goals are tracked through Coaches' Reflective Logs in which they record coaching and observation data by goal. Coaches also collect data on teacher capacity goals from lead teachers and bring the data to biweekly coaches' meetings, where the CIM process is applied. Administrators then add their input to the results of the coaches' meetings and apply the CIM process monthly in an administrative meeting.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

As associated with the district’s mission, vision and goals, Alternative Education’s school leadership ensures achievement of all students by setting clear goals and purposes using evidence-based perspectives. These purposes help shape the criteria used to make resource allocation decisions that warrants sustained funding for pedagogical priorities. Resources are aligned with priorities by clearly defining “what” Alternative Education intends to accomplish, develop an instructional model appropriate to the school and district goal, establish non-negotiable goals for achievement and instruction, as well as organize resources in a way to support the instructional model and improve student learning.

Alternative Education’s school leadership coordinates supplemental services that support student achievement through collaboration with the district office. Entitlements from the No Child Left Behind Act (NCLB) such as Title I Part A and Set-Asides which allows school leadership to invests continuously in improving teacher quality through hiring supplemental positions to support Title I Part D programs, before/afterschool tutoring, job training, materials and supplies. Title II, Part A funding helps with professional development opportunities for teachers. Wraparound services are also provided to all youth that are adjudicated, awaiting adjudication or at-risk/high needs classification such as homeless services (Title X), who qualify under the McKinney-Vento Act. These programs are primarily managed by an Assistant Principal through the Title I Part A Compliance and Data Managers and are monitored internally on a weekly basis. Meetings occur twice monthly, inventory of materials are tracked through a monitored system.

Alternative Education’s school leadership promotes continuous use of multiple resources to increase ideas for problem-solving techniques. Such as, the development of character education embedded into the curriculum, project-based learning to peek students’ interests and maximizing academic time to support learning (i.e. remedial support) to improve overall academic performance in students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
William Tovine	Principal
Lamont Lofton	Business/Community
Bill Young	Business/Community
Osvaldo Laracuenta	Education Support Employee
Janis Joslin Foskitt	Business/Community
Elizabeth Morales-Carrero	Education Support Employee
Deborah Johnson	Teacher
Ruiz Shivrattan	Teacher
Todd Johnsonn	Business/Community
Larry Eason	Business/Community
Tawanda Smith	Education Support Employee
Holly Wilson	Education Support Employee
Tammye Young	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

SAC members review overall data from the previous year's School Improvement Plan. A sub committee then meets and brings suggestionst to the table for the following year's plan. the committee as a whole participates in the development of the plan.

Development of this school improvement plan

The SAC committee was an integral part of the development and approval of the SIP. SAC members were divided into sub-committees for data review and goal setting for the SIP.

Preparation of the school's annual budget and plan

The SAC committee meets with the principal to ensure proper spending of the school improvement funds and the general school budget.

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

School improvement activities included:

Reading Budget: Substitutes for PD \$2000.00

Mathematics Budget: Substitutes for PD \$1000.00

Science Budget: Substitutes for PD, Supplies and Equipment \$3000.00

Writing Budget: Substitutes for PD \$1000.00

Stem Budget: Substitutes for PD \$1000.00

Highly Qualified Mini Grants \$2000.00

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Tovine, William	Principal
Toffoli, Dan	Assistant Principal
Shivrattan, Ruiz	Other
Young, Tammye	Administrative Support

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team convenes weekly to plan, monitor/adjust, evaluate, and address school based issues and activities.

Instructional Coaches: Spend a minimum of 50% of their time in classrooms, supporting SIP goals by professional development, modeling, observation and reflective conversation. They research and guide implementation of scientifically based curriculum, assessment and intervention approaches. They help to disaggregate student data, provide assistance with interpretation of data and assist teachers with implementation of differentiated instruction. They also maintain reflective logs which record data on implementation of SIP teacher-capacity goals by instructional staff, and meet monthly to analyze the data and make staff development decisions through the CIM process.

Assistant Principal: Oversees the implementation of the principal's and district's vision and mission. Ensures that effective school based strategies and interventions are implemented, documented, and continuously monitored to address the diverse needs of all students. Guides and supports the school based leadership team to develop research based methods for faculty to impact student achievement through professional development. Forms a partnership with all shareholders to communicate site based plans and activities.

Public and Collaborative Teaching

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

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

PACE encourages collaborative planning and instruction through Professional Learning Communities, the use of Edmodo and Safari Montage, and Curriculum Rounds in which the API, Curriculum Resource Teacher and site coaches visit PACE regularly to provide instructional support.

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

PACE provides the following to recruit, develop and retain highly qualified, certified teachers:

1. Professional Learning on site to assist teachers in acquiring multiple certifications that are needed to be highly qualified at PACE
2. Seek teachers with multiple certifications
3. Extensive Professional Learning which assists teachers to renew certifications
4. Mentor-Mentee program for beginning teachers and as instructional support for Out-of-Field teachers.
5. PDCP district program supports beginning teachers in developing their craft and becoming certified
6. School decision making process is open to active input from teachers

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

The following activities are implemented for teachers that require mentoring: observations and feedback, biweekly mentoring meetings, coaching and modeling lessons with the use of thinking maps, technology, data chats and differentiated instruction, oversight of certification course work and exam preparation. Pairings of mentors and mentees are based on an experienced classroom teacher, staff developer and/or coach and someone who is highly qualified in their subject area.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

PACE incorporates OCPs' rigorous adoption process that analyzes the correlation between core program materials and Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

Instructional Strategies

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

PACE implements a comprehensive data analysis cycle, including weekly monitoring of student achievement, intervention strategies and results; weekly data discussions with students; and weekly leadership meetings to discuss progress and problem-solve. We support differentiation through use of the rotational model during class and by setting aside time for interventions outside of class.

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

Strategy: Summer Program

Minutes added to school year: 9,000

PACE students are traditionally below grade level and behind in credits, we provide summer school opportunities to earn credits and shorten the gap between the students and their cohort groups.

Strategy Rationale

PACE students are traditionally below grade level and behind in credits.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Shivrattan, Ruiz, ruiz.shivrattan@pacecenter.org

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

The Education Manager and Guidance Counselor determines the number of credits earned towards graduation and which core classes provided the most student success.

Student Transition and Readiness

PreK-12 Transition

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

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

PACE will be responsible for the development of the student's transition plan, which begins upon entry and is completed prior to the student's exit. An exit portfolio provides evidence of what the student has accomplished during the program participation.

College and Career Readiness

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

The Education Manager works with students to help guide them toward a career path that matches their skills and personal preferences, while providing academic guidance. The Education Manager meets with students in small groups and individually to discuss future plans, investigate careers and post secondary requirements and help students seeking financial assistance. The Education Manager

also arranges college and career tech visits, facilitates career and academic fairs, and arrange for students to speak with representatives from post secondary institutions during the school day. All students attend student/teacher advisory meetings to help build positive relationships with their peers and teachers. Various topics are emphasized by grade level to ensure student course of study is more meaningful to them, now in high school and beyond.

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

Applied and integrated courses help students to see and understand the relevant relationships between academic and career/technical subjects and their futures. PACE Center's literacy vision is to develop competent, literate citizens who take ownership for personal goal setting and development in a competitive world. The Education Manager provides a framework that assists students in choosing courses that meet high school graduation requirements and include benchmarks of the Next Generation Sunshine State Standards. The framework shows relevance to the students' goals by meeting Bright Futures Scholarship core and elective requirements, comprehensively align with the essential workforce skills and align with the US Department of Education Career Clusters. The Education Manager meets with students and works with them to help guide them toward a career path that matches their skills and personal preferences, while providing academic guidance. The Education Manager meets with students in small groups and individually to discuss future plans, investigate careers and post secondary requirements and helps students seeking financial assistance. The counselors also arrange college and career tech visits, facilitate career and academic fairs, and arrange for students to speak with representatives from post secondary institutions during the school day. All students attend student/teacher advisory meetings to help build positive relationships with their peers and teachers. Various topics are emphasized by grade level to ensure student course of study is more meaningful to them, now in high school and beyond. Students on target for meeting the graduation requirement are given the opportunity to experience a curriculum with career influence which promotes positive outcome for future endeavors.

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

The Educational Manager helps students develop an individual graduation plan that takes into account the students' interests as well as educational and career plans. At the time of enrollment, students are scheduled for a vocational course to prepare them with appropriate training to be competitive in the workforce. Applied and integrated courses give students the exposure to relevant relationships between academic and career/technical subjects that would link to their future endeavors. Students are presented with a variety of Career Clusters as aligned with the Career and Technical Education program and the Florida Department of Education to discover their interests and passion to empower them to choose a career that will interest them. Alternative Education offers CIW, Information Technology and Hospitality to students that are eligible. Other students are given an Interest Inventory to guide provision of additional training, knowledge and skills. A partnership and relationship is built with community employers to support students seeking employment.

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

To measure student skills needed for college, all 9th and 10th grade students will take the PSAT to compete for the National Merit Scholarship. Eligible 11th grade students will take the PERT. Students in the 11th grade are encouraged to start researching and preparing to apply for scholarships at the appropriate time. Seniors are provided with SAT and ACT study guides and practice tests and are exposed to and encouraged to apply for the various scholarships available to them.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To improve the school attendance rate by utilizing multiple strategies in order to increase student achievement. (Division Priority: Providing Empowering Environments)

- G2.** Teachers will gain competence in rigorous, standard-based instruction within the Instructional Framework, using performance-based data across all content areas over a limited time period to ensure career and college readiness. (Division Priority: Invest in Human Capital)

Strategic Goals Detail

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

G1. To improve the school attendance rate by utilizing multiple strategies in order to increase student achievement. (Division Priority: Providing Empowering Environments) 1a

G073876

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	25.0

Resources Available to Support the Goal 2

- Child study team
- Attendance reports
- Lead Teacher
- Administrative Team
- Social Service Team
- IMS
- SMS

Targeted Barriers to Achieving the Goal 3

- Students have a history of poor attendance which affects their academic performance.

Plan to Monitor Progress Toward G1. 8

Student attendance data will be collected and used to demonstrate that the goal is being monitored and whether there is progress being made toward the selected students. Student academic performance will increase with the monitoring of student's attendance data.

Person Responsible

William Tovine

Schedule

Weekly, from 9/1/2015 to 6/8/2016

Evidence of Completion

Student attendance data, formative and summative data

G2. Teachers will gain competence in rigorous, standard-based instruction within the Instructional Framework, using performance- based data across all content areas over a limited time period to ensure career and college readiness. (Division Priority: Invest in Human Capital) 1a

G073877

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	25.0

Resources Available to Support the Goal 2

- Literacy Leadership Team
- Instructional Framework
- IMS
- Achieve 3000
- Instructional coaches

Targeted Barriers to Achieving the Goal 3

- Teachers have difficulty developing learning goals, targets, and activities that are aligned to the standard.

Plan to Monitor Progress Toward G2. 8

Regular lesson plan checks, instructional rounds and classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards incorporating Marzano strategies.

Person Responsible

William Tovine

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

i-Observation feedback, feedback from instructional rounds, feedback and minutes from professional development and formative, summative and program data will be reviewed.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. To improve the school attendance rate by utilizing multiple strategies in order to increase student achievement. (Division Priority: Providing Empowering Environments) **1**

 G073876

G1.B1 Students have a history of poor attendance which affects their academic performance. **2**

 B192962

G1.B1.S1 The leadership team will implement a tracking process in order to monitor student's attendance more closely. **4**

 S204452

Strategy Rationale

Implementing a tracking system will increase attendance and decrease truancy.

Action Step 1 **5**

The leadership team will create and implement a new student attendance tracking process in order to monitor student's attendance.

Person Responsible

Ruiz Shivrattan

Schedule

Semiannually, from 9/1/2015 to 6/8/2016

Evidence of Completion

Attendance tracking procedures

Action Step 2 5

Attendance reports will be analyzed to identify students with five (5) or more absences. Student attendance will be monitored daily through tracking process.

Person Responsible

Ruiz Shivrattan

Schedule

Biweekly, from 9/1/2015 to 6/8/2016

Evidence of Completion

Attendance tracking data

Action Step 3 5

The leadership team will provide incentives for students who have good attendance records and provide interventions for students with high absences.

Person Responsible

Ruiz Shivrattan

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Student attendance data

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

Through the attendance tracking process, data will be collected and reviewed through the leadership team's PLCs.

Person Responsible

Ruiz Shivrattan

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Attendance tracking process, student attendance data and PLC meeting notes

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

Student's attendance data will be reviewed on a weekly basis to ensure that students are attending school regularly and on a timely basis. An incentive program will be implemented to promote good attendance.

Person Responsible

Ruiz Shivrattan

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Attendance tracking process, student attendance data and PLC meeting notes

G2. Teachers will gain competence in rigorous, standard-based instruction within the Instructional Framework, using performance-based data across all content areas over a limited time period to ensure career and college readiness. (Division Priority: Invest in Human Capital) 1

 G073877

G2.B2 Teachers have difficulty developing learning goals, targets, and activities that are aligned to the standard. 2

 B192966

G2.B2.S1 Teachers will participate in PD on deconstructing the standards, while using the MTPs and other state/district resources to guide their planning process. 4

 S204455

Strategy Rationale

The need for teachers to become more familiar with the Florida standards.

Action Step 1 5

Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process.

Person Responsible

Ruiz Shivrattan

Schedule

Quarterly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Agenda, attendance rosters, and minutes

Action Step 2 5

The leadership team will conduct i-Observations and provide teachers feedback as it relates to learning goals and scales aligned to the standard.

Person Responsible

Ruiz Shivrattan

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Coaching logs, lead teacher anecdotal records, administrative observations, curriculum round minutes and lesson plan reviews

Action Step 3 5

Struggling teachers will be provided follow-up support through modeling and peer to peer observations.

Person Responsible

Ruiz Shivrattan

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Coach's logs, i-Observations data/feedback and peer reflection log

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Through i-Observation, the leadership team will provide teachers ongoing feedback on the design questions to ensure teachers are utilizing the state standards throughout their delivery.

Person Responsible

Ruiz Shivrattan

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers, coaching logs and lesson plan reviews will be monitored.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Through i-Observation data and feedback to teachers, teachers will embed standards-based lessons through delivery and align tasks to the standard.

Person Responsible

Ruiz Shivrattan

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback and lesson plan reviews

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The leadership team will create and implement a new student attendance tracking process in order to monitor student's attendance.	Shivrattan, Ruiz	9/1/2015	Attendance tracking procedures	6/8/2016 semiannually
G2.B2.S1.A1	Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process.	Shivrattan, Ruiz	8/24/2015	Agenda, attendance rosters, and minutes	6/8/2016 quarterly
G1.B1.S1.A2	Attendance reports will be analyzed to identify students with five (5) or more absences. Student attendance will be monitored daily through tracking process.	Shivrattan, Ruiz	9/1/2015	Attendance tracking data	6/8/2016 biweekly
G2.B2.S1.A2	The leadership team will conduct i-Observations and provide teachers feedback as it relates to learning goals and scales aligned to the standard.	Shivrattan, Ruiz	8/24/2015	Coaching logs, lead teacher anecdotal records, administrative observations, curriculum round minutes and lesson plan reviews	6/8/2016 monthly
G1.B1.S1.A3	The leadership team will provide incentives for students who have good attendance records and provide interventions for students with high absences.	Shivrattan, Ruiz	8/24/2015	Student attendance data	6/8/2016 daily
G2.B2.S1.A3	Struggling teachers will be provided follow-up support through modeling and peer to peer observations.	Shivrattan, Ruiz	8/24/2015	Coach's logs, i-Observations data/ feedback and peer reflection log	6/8/2016 weekly
G1.MA1	Student attendance data will be collected and used to demonstrate that the goal is being monitored and whether there is progress being made toward the selected students. Student academic performance will increase with the monitoring of student's attendance data.	Tovine, William	9/1/2015	Student attendance data, formative and summative data	6/8/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Student's attendance data will be reviewed on a weekly basis to ensure that students are attending school regularly and on a timely basis. An incentive program will be implemented to promote good attendance.	Shivrattan, Ruiz	8/24/2015	Attendance tracking process, student attendance data and PLC meeting notes	6/8/2016 monthly
G1.B1.S1.MA1	Through the attendance tracking process, data will be collected and reviewed through the leadership team's PLCs.	Shivrattan, Ruiz	8/24/2015	Attendance tracking process, student attendance data and PLC meeting notes	6/8/2016 weekly
G2.MA1	Regular lesson plan checks, instructional rounds and classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards incorporating Marzano strategies.	Tovine, William	8/24/2015	i-Observation feedback, feedback from instructional rounds, feedback and minutes from professional development and formative, summative and program data will be reviewed.	6/8/2016 weekly
G2.B2.S1.MA1	Through i-Observation data and feedback to teachers, teachers will embed standards-based lessons through delivery and align tasks to the standard.	Shivrattan, Ruiz	8/24/2015	i-Observation data and feedback and lesson plan reviews	6/8/2016 weekly
G2.B2.S1.MA1	Through i-Observation, the leadership team will provide teachers ongoing feedback on the design questions to ensure teachers are utilizing the state standards throughout their delivery.	Shivrattan, Ruiz	8/24/2015	i-Observation data and feedback to teachers, coaching logs and lesson plan reviews will be monitored.	6/8/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Teachers will gain competence in rigorous, standard-based instruction within the Instructional Framework, using performance-based data across all content areas over a limited time period to ensure career and college readiness. (Division Priority: Invest in Human Capital)

G2.B2 Teachers have difficulty developing learning goals, targets, and activities that are aligned to the standard.

G2.B2.S1 Teachers will participate in PD on deconstructing the standards, while using the MTPs and other state/district resources to guide their planning process.

PD Opportunity 1

Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process.

Facilitator

Ruiz Shivrattan

Participants

All instructional staff

Schedule

Quarterly, from 8/24/2015 to 6/8/2016

Budget

Budget Data						
1	G1.B1.S1.A1	The leadership team will create and implement a new student attendance tracking process in order to monitor student's attendance.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		239-Other	1691 - Pace Center For Girls	Title I Part A		\$500.00
			<i>Notes: Purchase on incentives.</i>			
2	G1.B1.S1.A2	Attendance reports will be analyzed to identify students with five (5) or more absences. Student attendance will be monitored daily through tracking process.				\$0.00
3	G1.B1.S1.A3	The leadership team will provide incentives for students who have good attendance records and provide interventions for students with high absences.				\$0.00

Budget Data

4	G2.B2.S1.A1	Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process.	\$0.00
5	G2.B2.S1.A2	The leadership team will conduct i-Observations and provide teachers feedback as it relates to learning goals and scales aligned to the standard.	\$0.00
6	G2.B2.S1.A3	Struggling teachers will be provided follow-up support through modeling and peer to peer observations.	\$0.00
Total:			\$500.00