Pace Center For Girls

2022-23 Ungraded Schoolwide Improvement Plan

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Pace Center For Girls

4000 GATEWAY CENTER BLVD, Pinellas Park, FL 33782

http://it.pinellas.k12.fl.us/schools/dropout-prevent/pace.html

Demographics

Principal: Michelle Topping

Start Date for this Principal: 8/14/2022

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	DJJ
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	2021-22: No Rating 2020-21: No Rating 2018-19: No Rating 2017-18: No Rating 2016-17: No Rating
DJJ Accountability Rating	2023-24: Acceptable

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%

- Nonsecure Programs: 0%-59%

- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

PACE provides girls and young women an opportunity for a better future through education, counseling, training and advocacy.

Provide the school's vision statement.

A world where all girls and young women have power, in a just and equitable society.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

The PACE Program model serves young women 11 to 17 years of age for an average stay of 9-15 months. PACE serves students struggling with histories of abuse, combating unhealthy relationships, and facing a wide range of other serious risks by introducing hope, love, and change into their lives. PACE focuses on social and emotional wellbeing and academic success, to find the great in every girl through education, counseling, training and advocacy. Pace Center for Girls program is built on nine core principles to guide our work:
• Honor the Female Spirit - We value and promote the female perspective by respecting its distinct needs,
creating safe and gender-responsive environments, and celebrating the female experience.
• Focus on Strengths - We identify strengths in our girls, their families, our staff, and our supporters. Using
these strengths as our foundation, we build strong, confident, and productive community participants.
• Act with Integrity and Positive Intent - We believe that all actions and decisions must be guided by the
highest ethical principles, respecting the uniqueness of all involved and honoring each other's differences.
• Embrace Growth and Change - We believe that everyone is capable of remarkable growth, and only by encouraging change can individuals, organizations, and society reach their full potential.
• Value the Wisdom of Time - We understand that patience can be as powerful as immediate action, and each
has its place. We value the discernment required for their effective use.
• Exhibit Courage - Courage is essential to making a difference. It enables us to speak for those who cannot,
take risks to do what is right, deliver just and fair consequences, and be accountable for our actions.
• Seek Excellence - We strive for excellence in all we do by holding true to our mission, while consistently
meeting high standards of performance, reflecting critically upon our accomplishments, seeking innovative
solutions, and believing all things are possible.
• Create Partnerships - We believe in developing effective partnerships and long-term relationships by listening to our staff, our girls and their families, and our communities, incorporating each person's input and
involving them in our decision-making process.
• Invest in the Future - We work to create an environment that fosters the long-term growth and development
of our girls, staff, agency, and communities. We believe this is necessary to create results that have a asting
impact

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
TOPPING, MICHELLE	Principal	Director of Educational Alternative Services, Pinellas County Schools. Serves as liaison between PCS and Pace Center for Girls to provide LEA services and support.
Saunders, Chawnda	Assistant Principal	Administrator for Educational Alternative Services, Pinellas County Schools. Serves as liaison between Pace Center for Girls and PCS to provide LEA services and support.
Hugh, Heidi	Other	Ms. Hugh is responsible for ensuring the program adheres to JJEEP standards. She has complete oversight and administration of PACE Pinellas. She conducts regular self audits to ensure the center is QA ready. She demonstrates and educates gender responsive programming. She oversees and ensures staff is trained to apply the strength, based approach to programming. She monitors the implementation of social services and academic components in the program. She prepares for and facilitates care review meetings as needed. She oversees the training and supervision of volunteers and ensures their performance meets the needs of the girls served. (Where applicable and is center specific.) She carries out supervisory responsibilities in accordance with agency policies and applicable laws.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Pace Center for Girls (MSID 8028)

Demographic Information

Principal start date
Sunday 8/14/2022, Michelle Topping

Total number of students enrolled at the school.
40

Total number of teacher positions allocated to the school.
8

Number of teachers with professional teaching certificates?
7

Number of teachers with temporary teaching certificates?
1

Number of teachers with ESE certification?
2

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
3

Demographic Data

Early Warning Systems

2022-23

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	1	6	6	10	12	3	3	41
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	3	4	6	6	2	1	22
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	3	5	4	5	1	0	18
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	3	5	6	6	2	0	22

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	2	6	3	5	1	1	18
Students retained two or more times	0	0	0	0	0	0	0	2	1	0	0	0	0	3

Date this data was collected or last updated
Friday 7/22/2022

2021-22 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	3	5	9	9	10	3	2	41
Attendance below 90 percent	0	0	0	0	0	0	1	0	3	4	7	0	1	16
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	3	7	5	8	1	2	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	3	4	1	4	1	1	14
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	1	4	9	6	8	1	1	30

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		51%	51%					56%	56%
ELA Learning Gains								51%	51%
ELA Lowest 25th Percentile								43%	42%
Math Achievement		38%	38%					45%	51%
Math Learning Gains								44%	48%
Math Lowest 25th Percentile								41%	45%
Science Achievement		42%	40%					64%	68%
Social Studies Achievement		47%	48%					71%	73%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL	9										
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
FRL	33	50									

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	9
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	27
Total Components for the Federal Index	3
Percent Tested	73%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

Progress monitoring was completed quarterly at PACE using Renaissance STAR assessments for basic skills in reading and mathematics throughout the school year for all subgroups.

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

According to the data, reading showed the most improvement from the 2020-21 school year to the 2021-22 school year. The overall number of students showing more than a full year's growth increased from 19% in
2020-21 to 22% in 2021-22 this was a 3% increase in reading compared to a 2% increase in math. Of those making more than a year's growth, 16% were Economically Disadvantaged students during the

2021-22 school year.

Pace Center for Girls implemented vertical articulation planning, collaborative lesson planning, and quarterly data chats.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The number of overall students demonstrating more than a year's growth in basic math skills increased from 24% in 2020-21 to 26% in 2021-22. Of those making more than a year's growth, 14% were Economically Disadvantaged students during the 2021-22 school year. Given that the percentage of students making more than an year's growth in reading is only 22%, we feel that we need to remain focused on building our students' reading proficiency. The most problematic area continues to be reading comprehension based on data from STAR and FSA assessments.

What trends emerge across grade levels, subgroups and core content areas?

Our STAR data indicated overall that 42% of the students showed no growth in reading. Of those who demonstrated no growth, 27% were economically disadvantaged. Overall, 45% of the students showed no growth in math. Of those who did not show growth in math, 29% were economically disadvantaged.

What strategies need to be implemented in order to accelerate learning?

In order to accelerate learning to overcome gaps, instructional staff will be looking closely at data and will make instructional plans to support students according to their needs. Student data will be analyzed on a student-by- student basis to ensure appropriate targeting of skill deficits. An increase in the use of small group instruction will be utilized to improve student outcomes.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.

District level content area coaches and instructional staff developers will support professional development of teachers and school leaders. In addition, in-house, school content leaders and school leaders will monitor and support the implementation of content-specific professional development. The FAST (Florida Assessment of Student Thinking) will be used to identify specific gaps in literacy skills for all students especially those demonstrating a substantial reading deficiency. All educators will develop a professional development plan specific to their professional learning needs. Staff will be trained to write individual progress monitoring plans for each student and to review student assessment data each quarter.

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our area of focus based on the data from the 2021-22 STAR assessments indicates our most critical need to be in reading comprehension.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	All students staying longer than 90 school days will make a minimum of 1 year's growth in basic reading skills as evidenced by our quarterly STAR (Renaissance) assessments. FAST data for cycle 1 and cycle 2 will be monitored and analyzed to make any adjustments needed within the delivery of the curriculum
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be assessed and monitored quarterly using the STAR assessments. The FAST will be administered 3 times annually and results will be reviewed by instructional staff. Students will have their individualized Progress Monitoring Plans evaluated and updated quarterly by their content area teachers. Administrators will meet with PLCs regularly to have data discussions. Instructional monitoring will occur during regular classroom visits. Administrators will meet with teachers after each FAST and STAR cycle to analyze data and create a plan of action to address learning gaps.
Person responsible for monitoring outcome:	Chawnda Saunders (saundersch@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Staff will engage students in grade level texts to cite evidence to explain and justify reasoning; use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations; and to make inferences to support comprehension. Staff will use Culturally Relevant Teaching and equitable practices.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	According to assessment data and teacher observations, students would benefit from access to grade level texts and beyond to build comprehension and proficiency. The BEST ELA expectations, developed by Florida educators, were designed to be used by all content area teachers to support student learning.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will engage students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback.
2. ELA / Reading teachers will attend professional development and initiate the use of Lexia, Power Up, Applerouth, Albert IO, ThinkCERCA and iStation in their respective classes weekly.
3. Teachers will utilize exemplar lessons and assessments with students.

4. Teachers will use culturally relevant supplemental texts and will regularly include shorter, challenging passages that elicit close reading and re-reading to formatively assess, monitor, and inform instruction.
5. Administrators will conduct and provide actionable feedback for regular classroom walkthroughs and observations to ensure that new strategies and best practices are being implemented correctly and with fidelity.

Person Responsible   Heidi Hugh (heidi.hugh@pacecenter.org)

Monitoring ESSA Impact:	
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Disaggregated data will be reviewed by teachers and administrators following each STAR and FAST assessment to ensure that each subgroup in making learning gaining.

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our area of focus based on the data from the 2021-22 STAR assessments indicates our most critical need to be number sense and operations as well as algebraic thinking.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	All students staying longer than 90 school days will make a minimum of 1 year's growth in basic mathematics skills as evidenced by our quarterly STAR (Renaissance) assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	FAST data for cycle 1 and cycle 2 will be monitored and analyzed to make any adjustments needed within the delivery of the curriculum. Students will be assessed and monitored quarterly using the STAR assessments. The FAST will be administered 3 times annually and results will be reviewed by instructional staff. Students will have their individualized Progress Monitoring Plans evaluated and updated quarterly by their content area teachers. Administrators will meet with PLCs regularly to have data discussions. Instructional monitoring will occur during regular classroom visits. Administrators will meet with teachers after each FAST and STAR cycle assessments to analyze data and create a plan of action to address learning gaps.
Person responsible for monitoring outcome:	Heidi Hugh (heidi.hugh@pacecenter.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Math teachers will engage students in grade level materials while remediating basic math skills. All staff will engage students to complete tasks with mathematical fluency, use patterns and structure to help understand and connect math concepts, and to apply mathematics to real-world contexts. Staff will use Culturally Relevant Teaching and equitable practices.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	According to assessment data and teacher observations, students would benefit from access to hands-on manipulatives and online software platforms to build basic math skills. The BEST Mathematical Thinking and Reasoning Standards, developed by Florida educators, were designed to be used by all content area teachers to support student learning.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will conduct data chats to include monitoring of state, district and class data while helping students set individual goals.
2. Math teachers will attend professional development and initiate the use of Dreambox, IXL, Applerouth, and Albert IO in their respective classes weekly.
3. Teachers will utilize exemplar lessons and assessments with students.
4. Teachers will use culturally relevant supplemental materials and manipulatives with regular challenging practice with feedback to formatively assess, monitor, and inform instruction.
5. Administrators will conduct and provide actionable feedback for regular classroom walkthroughs and

observations to ensure that new strategies and best practices are being implemented correctly and with fidelity.

Person Responsible   Heidi Hugh (heidi.hugh@pacecenter.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Disaggregated data will be reviewed by teachers and administrators following each STAR and FAST assessment to ensure that each subgroup in making learning gaining.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Student Attendance

Describe how data will be collected and analyzed to guide decision making related to the selected target.

The attendance rate for Pace Center for Girls was 69% for the 2021-22 school year. Our goal is to increase the rate to 85% for the 2022-23 school year.

Attendance data will be collected using the student information system (FOCUS) on a monthly basis. Child Study Teams will meet twice monthly to review attendance data and develop individual action plans to support struggling families.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Our stakeholders are the students, parents, school staff, district staff, school board members, and business partners. All stakeholders play an important role in managing schools. They are partners with the school leaders in making the schools conducive to teaching and learning. Stakeholders are also responsible for the achievement of the learning outcomes through their active participation in school activities, programs and projects.

Remind 101 will be used to inform parents and families of the importance of attendance and its correlation to student achievement. Individual phone calls will be made to the parents of scholars who have been identified as needing attendance support. Family engagement days will be held to review data and effectiveness of school-wide strategies related to attendance.

Describe how implementation will be progress monitored.

CSTs will meet twice monthly to review attendance data and develop action plans to support families.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
Engage students and families in attendance related communication to ensure they are knowledgeable of the data and aware of the importance of attendance.	Saunders, Chawnda , saundersch@pcsb.org
Conduct monthly celebrations for the classes with the best attendance	Pool, Michelle, poolm@pcsb.org
Attendance conversations will be a part of all parent conferences.	Pool, Michelle, poolm@pcsb.org