

Orange County Public Schools

Pace Center For Girls



2022-23 Ungraded Schoolwide Improvement Plan

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Pace Center For Girls

728 GEAR LAKE AVE, Orlando, FL 32803

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

Demographics

Principal: William Tovine

Start Date for this Principal: 8/23/2017

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students*
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 Orange 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.

With the support of families and the community, we create enriching and diverse pathways to lead our students to success. Pace provides girls and young women an opportunity for a better future through education, counseling, training and advocacy.

Provide the school's vision statement.

Pace envisions a world where all girls and young women have power, in a just and equitable society. Our three pillars lay the foundation for our approach to supporting and equipping girls throughout their journeys. We are gender-responsive, strength-based, and trauma informed.

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

Pace helps girls who are struggling and who have experienced some form of trauma, to get their grades back on track, learn in a safe and supportive environment, get along better with friends and family and plan for a productive future. Our students range from 11-18 years old in the 6th - 12h grade. Our population is 32% white, 62% black, and 2% other. We service students primarily in the following zip codes 32808, 32810, 32818 and expanding. Our students have varying backgrounds and experiences that qualifies them for our program including but not limiting to a history of victimization, family instability, physical and mental health concerns, behavior and underachievement in tradition school setting. We provide wrap around service model that encompasses academic and social service model that encourage behavior modification that translate to positive engagement in the academic arena. We also offer GED support and enrichment to support students with high school completion, and obtain equivalent high school completion.

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
Johnson, Rosene	Executive Director	Manage and oversee programming and fiscal responsibility for the center in line with Pace National, DJJ, and DOE guidelines. Oversees all school policies, procedures, faculty, and the overall operations of Pace Orange.
Holmes, Jada	Academic Coordinator	Oversight and management of daily academic programs and operations for Pace Orange/ Creates the master schedule, ensures all students have accurate schedules, oversees testing, and works closely with teachers to ensure rigorous education. As well as provide teachers with coaching and support with a focus on engaging standard based instruction.
Tovine, William		Principal for alternative education programs with Orange County Public School.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Orange County Public School.

Demographic Information

Principal start date

Wednesday 8/23/2017, William Tovine

Total number of students enrolled at the school.

50

Total number of teacher positions allocated to the school.

5

Number of teachers with professional teaching certificates?

1

Number of teachers with temporary teaching certificates?

3

Number of teachers with ESE certification?

0

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.

0

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	7	6	10	10	5	6	45
Attendance below 90 percent	0	0	0	0	0	0	1	3	3	6	3	2	3	21
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	1	0	0	0	0	2	3	6
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	1	0	0	2	4	3	3	13
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	0	0	1	1	0	0	3

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	1	3	3	2	4	3	3	19

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	1	0	0	1	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/23/2022

2021-22 - Updated

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

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	7	6	11	10	5	6	46
Attendance below 90 percent	0	0	0	0	0	0	0	3	4	3	5	3	5	23
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	2	1	2	4	2	3	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	2	2	3	4	3	4	18
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	0	0	0	1	0	0	2

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	4	3	5	3	4	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	0	0	0	1	0	0	1
Students retained two or more times	0	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		49%	51%					55%	56%
ELA Learning Gains								53%	51%
ELA Lowest 25th Percentile								40%	42%
Math Achievement		36%	38%					43%	51%
Math Learning Gains								49%	48%
Math Lowest 25th Percentile								46%	45%
Science Achievement		31%	40%					70%	68%
Social Studies Achievement		43%	48%					73%	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
BLK	10										
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
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

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	18
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	55
Total Components for the Federal Index	3
Percent Tested	83%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	

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	10
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - 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?

The area of focus for the previous school year, was to increase student attendance in an effort to improve graduation rates. Monitoring for this area of focus included weekly reports from our Pace Impacts system along with correlation from the Skyward attendance system. We also monitored this area of focus via classroom attendance and highlight intervention for the girls tardy and/or absent to their first class periods to ensure greater daily attendance. We ensure that we are reaching out to families daily when a student is not present, and providing incentives and plans for students that require extra motivation.

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

Based on the data analysis review, there was a 2% decrease in 90% attendance concerns from 2019 to 2022. There were also less students that scored level 1 on the FSA ELA assessments in 2022 compared to the scores received in 2019. An additional improvement is a noted decrease in early warning signs amongst our population from 22 students in 2019 to 19 students in 2022. As a team, running of more groups, engagement of more girls in outside activities, home visits, field trip and exposure, having life sustaining resources readily available handing them out as needed to students and families are the actions that were taken to get to this desired outcome.

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 noted areas of greatest improvement include FSA Reading ELA assessments and reading deficiencies amongst students. Based on RENAISSANCE Star Reading assessment, FSA 2022 ELA Reading assessments, and the recently administered FAST PMA1 assessment our students are in need of reading fundamentals, vocabulary, and enrichment. Based on the data review above, the specific component that is most problematic is language acquisition and understanding fundamental literature components.

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

The trends that have emerged across grade levels, subgroups, and core content areas is the need for Reading strategies and enrichment.

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

The following strategies need to be implemented in order to accelerate learning:

- Test taking strategies
- Instructional support and enrichment
- Update textbooks and classroom curriculum

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.

Based on the contributing factors and strategies identified to accelerate learning, the following professional development opportunities that will be provided are

- Specific and targeted training for teachers and leaders
- Community support and enrichment groups
- Collaborating cross curriculum within the center to glean tips and best practices from other professionals
- Collaborating with teachers and leaders across the PACE and Orange County Public to build a network and support system in different disciplines.

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.

Based on the data reviewed, student enrolled in our program at entry scored on average less than the district baseline in ELA. 83% of our students scored a level 1 on the recent administration of the FAST Ela Reading PMA1.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2022-2023 school year, the percent of students making learning gains in ELA/Reading on the 2022-23 FAST PM3 in order to improve student postsecondary readiness will increase by 3%. (From 62% to 65%).

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored through quarterly Renaissance STAR Reading Assessments to identify student needs and growth areas. Test results will be reviewed with teachers in monthly team meetings, with students in biweekly advising, and with parents in monthly parent contact meetings to ensure that all stakeholders are working towards the same goal of literacy improvement.

Person responsible for monitoring outcome:

Jada Holmes (jada.holmes@pacecenter.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

With in the classroom, these strategies will include individualized instruction, project-based learning opportunities to increase student engagement, and multi-tiered learning approaches to support sensory learning needs of students and social emotional regulation. In addition, Pace will continue to provide a small group environment to focus on individual needs more readily and consistently. As well as creating an opportunity for small group intervention and intensive reading services. This model is the core of Pace Programming based on Prochaska and DiClemente.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Specifically this model reinforces working with each individual student to address barriers and opportunities to behavior modification, including increasing school attendance, academic engagement, and reading fundamentals. Our counseling staff use this model as the basis for social emotional goal plans for each girl that address barriers in these domains. Similarly each girl is assigned an academic advisor whom is responsible for developing academic goals for each girl. Goals are designed to create focus and identify girl academic goals and needs. These academic goals will include goals for attendance that will support further academic progress.

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.

Monitor quarterly progress monitoring assessments and common assessment.

Person Responsible

Jada Holmes (jada.holmes@pacecenter.org)

Academic data will be collected and reviewed during bi-weekly team meetings

Person Responsible

Jada Holmes (jada.holmes@pacecenter.org)

Collaborate with social services team to monitor student engagement, course, failure, and assist with parent by-in.

Person Responsible

Jada Holmes (jada.holmes@pacecenter.org)

Intervention groups will provide remediation and push in services with English and Reading focus

Person Responsible Jada Holmes (jada.holmes@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.

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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N/A

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.

Parent Engagement

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

Data will be collected via a bi-annual parent engagement survey. At the start of the school year, we sent out a parent feedback survey that identified areas of improvement and connection with the parents that we serve.

Increasing parental awareness of school events/initiatives through various media, for example, notices sent home with students, telephone contact, email, and notices mailed home. Capturing parent involvement and knowledge of upcoming event with a variety of different communication style. Requesting that parents respond to these communications with any additional concerns they might have as it pertains to student learning gains and progress.

Creating a more flexible meeting schedule for parent conferences in order to work around parent work

schedules and other conflicts. At the close of each meeting, allowing parents time to provide feedback and insight on their perspective of the services provided. Parents meet on a monthly basis to work with staff and discuss ways to better improve engagement and connectivity.

Increasing teacher communication with parents regarding behavior, academic strengths, and areas for improvement. This gives the teacher the opportunity to connect with the parent more regularly, gain insight classroom engagement and interactions. Gives parents a direct connection to their student and their classroom needs. On a monthly basis parents will have the opportunity to meet with teachers and collaborate on student learning. Talking about student reading gains and deficiencies and areas of improvement.

Scheduling quarterly parent engagement nights into the academic calendar to ensure that parents are aware ahead of time of the days and times we will be able to connect. Including reading and literacy nights to encourage family engagement.

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

Students: Target are and related data and results will be communicated to students via morning announcement, advising, and counseling sessions. Students have to opportunity to join a Leadership council where they are able to take an active interest in the planning and implementing of quarterly events and services. Allowing them to be apart of the process.

Parents: All communications will be sent out to parents via email, phone call, letter sent home as well as being able to meet with parents to update them at dismissal. At Pace Orange parents are required to meet with the team on a monthly basis, where all updates and pertinent information is shared their as well.

Teachers & Staff: The teachers and staff have a distinct role in maintaining the processes and ensuring adequate communication with our students and parents. Staff will be reminded on a monthly bases at staff meetings, team meeting, and one-on-one meetings of the expectations that are set and the goal of increasing parent engagement. Each of our team members provide direct services to the community that we serve and ensuring that we are in alignment from onboarding of new members to day to day operations.

Describe how implementation will be progress monitored.

After implementation of the above practices. A quarterly parent feedback survey will given to parents to determine the success of the communication and engagement initiatives. It will be the duty of the Academic Coordinator to monitor and ensure that teachers are making efforts to contact parents. AC will give time during monthly one-on-one meetings and team meetings to receive teacher feedback and information receive for parent. AC will gather information and present it to the leadership team to ensure that all parties are aware.

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
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