

Pace Program



2014-15 School Improvement Plan

Pace Program

30 E TEXAR DR, Pensacola, FL 32503

www.escambia.k12.fl.us

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Escambia County School Board on 11/18/2014.

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 or B with at least one F in the prior three years
- Prevent – currently C
- 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-D 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)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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

To be successful at finding and successfully serving all girls in need in Escambia and Santa Rosa Counties

School Environment

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

Prior to enrollment our outreach counselor completes an initial needs assessment covering 6 domains.

Prior to her enrolling the outreach counselor summarizes each girl's needs and her strengths for a presentation to the entire staff. On her orientation day she and her parent/guardian meet with her counselor and her advisor. On her 1st day she meets for several hours with her counselor. By her 3rd day all the staff will have written her a personalized welcome note. From the beginning building relationships with our students is a priority.

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

In general our students feel safe at PACE as a result of the therapeutic milieu we create through structure, routine, strength-based communication and a genuine care and respect for all of our students.

We do not allow our students to be violent with each other. Upon enrollment we address the process for dealing with feeling out of control. We also begin working with them on building their assertive communication skills and empower them to ask for what they need. Our staff are trained to respond to the girl's needs and not react to their behaviors.

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

We have PACE's own expectations. We provide the girls an opportunity for growth and change and excellence if she chooses not to meet those expectations or makes choices that may hinder her in achieving personal or academic success.

In addition, we have a point and level system. This system utilizes Maslow's hierarchy of needs allowing for skill building and personal growth.

We regularly train and retrain our staff on behavior management and gender-responsive programming with the ultimate goal of our actions being to promote self-management in our students.

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

Focus on our girls social-emotional needs is what we do at PACE. The entire team is aware of each girls strengths and areas of concern in her social/emotional development. Plans are put into place to address those with in the first 14 days of enrollment. Each girl sees her counselor for a structured goal setting session at a minimum of every other week. However, the counselors are available to address pressing issues daily. Each girl participates in group counseling weekly. In addition she is a member of an advisee group that bonds and supports each other.

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

Our girls enroll with all of these early warning indicators so we begin addressing attendance, school failure and behavior problems upon enrollment.

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
	7	8	9	10	11	12	
Attendance below 90 percent	6	11	10	12	6	1	46
One or more suspensions	3	5	3	8	1	0	20
Course failure in ELA or Math	6	9	9	10	6	0	40
Level 1 on statewide assessment	6	9	6	9	3	0	33

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

Indicator	Grade Level					Total
	7	8	9	10	11	
Students exhibiting two or more indicators	6	9	9	10	6	40

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

With -in 14 days of enrollment and every 4 months that she is enrolled an academic improvement plan is written for each girl in the areas of reading, writing and math based on areas identified as needing improvement through our assessment process. Progress monitoring on each girls course work as well as her AIP is done bi- weekly.

This progress is discussed with the girl bi- weekly in an academic advising session and monthly with the entire team and her parent guardian. The additional interventions and strategies we use are vast and varied depending on each girls interest and motivation.

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

At intake we spend several hours with the parent/guardian. At orientation we spend another 2 hours with them and arrange a time for the initial home visit. We meet with families a minimum of once a month for a home visit or a visit to the center. We have family night with food the first Wednesday of the month. Family involvement is a priority at PACE.

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

We have a very structured development/fundraising program. 18-20% of our operational budget is supported through community members, foundations and businesses.

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

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
rodgers, laurie	Other
davis, regina	Assistant Principal

Duties

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

Laurie Rodgers oversee's the center functioning in partnership with the 2 department leaders. Regina Davis, Academic Manager and Barbara Tyce, Social Services Manager. This leadership team communicates daily on the needs of our students and meets monthly for the purpose of planning and preparing as well as celebrating achievements.

Regina Davis is the supervisor of all the instructional staff. She is responsible for ensuring each girl receives an individualized educational opportunity that will assist her with successfully navigating through the pupil progression plan.

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

Girls needs come first. The academic achievement of our students is at the focus of our decision making. Through ongoing program evaluation we identify what staffing qualities and ratio and supplies are necessary to help our girls learn and grow. What funds are not available to meet those needs are fund raised though events and donor cultivation

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Laurie Rodgers	Principal
Vicki Mathis	Principal
Kerri Koots	Principal
Regina Davis	Principal

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

The Alternative Education department of Escambia County in conjunction with the leadership at PACE oversees the improvement plan of PACE Center for Girls

Development of this school improvement plan

Pace center for girls School Advisory Council shall assist in the preparation of the school improvement plan required pursuant to Florida Statutes. Pace Center for Girls School Advisory Council will define adequate progress for the school and for each school improvement plan.

Preparation of the school's annual budget and plan

The Executive Director is responsible for preparing and monitoring the programs operating budget. The BOD assists the ED with fundraising efforts that support the budget shortfalls

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

All funds received for educational use are allocated to books, supplies and staff. Evaluating services for opportunities for improvement are done on a daily basis.

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

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
davis, regina	Assistant Principal
rodgers, laurie	Principal
Coots, Kerri	Other
mathis, vicki	Other

Duties

Describe how the LLT promotes literacy within the school

The Pace Center for Girls LLT promotes literacy within the school by implementing the following.

1. Set aside time for independent reading.
2. Create Literacy-Rich Environments in every Classroom.
3. Support High-Quality Classroom Libraries.
4. Encourage multiple Read Aloud.
5. Create a "Caught Reading" Campaign that features Teachers as readers.
6. Invite Guest Readers into Classrooms.
7. Encourage Students to Read Widely.
8. Support Author Visits.
9. Read what Students are Reading.
10. Share Books through book Talks.
11. Create a Readbox to Promote Schoolwide Reading.
12. Create Attractive Displays of Books.
13. Host a Mystery Check-Out Day.
14. Encourage Students & Teachers to Write Book Reviews.

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 Center for girls strategy to encourage positive working relationships between teachers, including collaborative planning and instruction is to use reflective practice. Each teacher is assigned a reflective practice partner to vent with, share ideas on what did and didn't work and to encourage a sense of contentedness. In addition, a debrief meeting is held at the end of the school day to allow for processing of concerns as well as celebrations. As we have a small academic team they are able to work together to plan curriculum and extra curricular activities. During care review meetings held every Tuesday and Thursday students needs and teachers collaborative strategies and interventions are discussed and agreed upon.

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

Pace Center for Girls' strategy to recruit, develop and retain highly qualified, certified-in-field, effective teachers are increased salaries alongside increased standards, stronger pipelines to teacher preparation, and improved teaching conditions, including mentoring and professional development.

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

Each new teacher is assigned a reflective partner that will mentor and assist them. The mentor program is a Peer Assistance and Review Program, that provides expert mentor teachers with release time to

coach beginners in their first year on the job and evaluate them at the end of the year. These mentors, or consulting teachers, work in similar subject areas as those that they are assisting. They visit, observe, and consult with the beginning teachers at least weekly, and they meet regularly with one another to develop their skills as mentors and to share resources and ideas.

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

Each subject area teacher creates an outline each girl must successfully complete to earn a course credit. These outlines mimic the Florida standards for each class. Currently adopted textbooks are used in all subject area classes.

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

An Individual Academic Plan (IAP) is constructed for every girl within the first 15 (instructional) days of enrollment. The IAP is based on entrance exam scores and other assessed educational needs. During enrollment, academic entrance exams are administered to each girl. The exams are pretests that will be compared to posttests when she transitions from the Day program. The scores may be used to create the girl's Individual Academic Plan (IAP). Revisions or additions to IAPs for each student are discussed each month during Care Review meetings.

The Two Test used for assessment are STAR Reading and STAR Math.

◦STAR Test Scores: STAR 360 is a comprehensive K12 assessment solution, allowing educators to screen and group students for targeted instruction, measure student growth, predict performance on summative exams, and monitor achievement on Common Core or state standards.

Once the exams are administered and scores calculated, the scores are recorded in an ETO

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: Extended School Day

Minutes added to school year: 120

After school program

Strategy Rationale

To tutor help and improve state standardized scores in math, history, science and reading

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

davis, regina, regina.davis@pacecenter.org

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

Star Math and Star Reading scores will be collected every 9 quarter to measure and monitor academic growth.

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

As girls transition into the program they are assigned a buddy. In addition they attend Alpha group where they learn more about the program structure and services and how to achieve their goals. As girls transition from the program they attend Omega group. In this group they review each girls prior successes and plans for future achievements. Before transitioning each girl is taken to her new placement for a tour and to meet guidance or appropriate staff.

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 choices assessment is administered to each girl within 5 days of enrollment. Within 14 days her counselor helps her write goals related to career exploration using the result of her assessment as a guide. Community members and businesses volunteers provide small and whole group presentations related to careers and workplace success skills.

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

we do not have technical education programs

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

Teacher incorporate the girls interest areas including career interest as appropriate into their curriculum

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

Since the criteria for enrollment at PACE includes school failure and behaviors problems at school everything we do for them is designed to assist our students in improving their academic and behavioral skills.

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.** A minimum of 85% of our students will increase their Star Reading score by a minimum of .5 every 4.5 months
- G2.** A minimum of 85% of our students will increase thier Math star score by .5 every 4.5 months
- G3.** Maintain a minimum of 85% on site student attendance

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. A minimum of 85% of our students will increase their Star Reading score by a minimum of .5 every 4.5 months 1a

G046484

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Reading endorsed teacher, Read 180, multitudes of reading materials and age appropriate books

Targeted Barriers to Achieving the Goal 3

- girls levels of deficiencies are significant. Many have 2nd and 3rd grade reading levels.

Plan to Monitor Progress Toward G1. 8

Aip progress, grades and star reports

Person Responsible

regina davis

Schedule

Monthly, from 9/22/2014 to 8/28/2015

Evidence of Completion

reports listed above

G2. A minimum of 85% of our students will increase thier Math star score by .5 every 4.5 months 1a

G046472

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

ELA/Reading Gains	85.0
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Resources Available to Support the Goal 2

- Part-time math tutor, math tutor volunteers

Targeted Barriers to Achieving the Goal 3

- girls lack of attendance and motivation

Plan to Monitor Progress Toward G2. 8

This data will be collected and reviewed daily weekly, monthly and annually

Person Responsible

regina davis

Schedule

Daily, from 9/22/2014 to 8/28/2015

Evidence of Completion

Monthly star reports and quarterly reports

G3. Maintain a minimum of 85% on site student attendance 1a

G046459

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	90.0
Math Gains	90.0
ELA/Reading Gains	90.0

Resources Available to Support the Goal 2

- Incentives, relationship building

Targeted Barriers to Achieving the Goal 3

- lack of parent support

Plan to Monitor Progress Toward G3. 8

Daily, weekly and monthly attendance

Person Responsible

regina davis

Schedule

Daily, from 9/22/2014 to 8/28/2015

Evidence of Completion

Attendance reports

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. A minimum of 85% of our students will increase their Star Reading score by a minimum of .5 every 4.5 months **1**

 G046484

G1.B1 girls levels of deficiencies are significant. Many have 2nd and 3rd grade reading levels. **2**

 B115216

G1.B1.S1 Our reading teacher will continually assess students for strengths and areas needing further remediation in the areas of fluency, vocabulary and comprehension. She will work with each girl one-on-one and work with them individually to improve their decoding and comprehension skills. In addition she will provide reading intervention training to core subject teachers to assist them with increasing their students comprehension **4**

 S126762

Strategy Rationale

Further assessments will help the teacher drill down to the girls basic needs allowing her to target the remedial lessons and activities that will offer each girl the greatest opportunity for achievement in this area

Action Step 1 **5**

A sub will be brought in a minimum of 1 time per month to allow our reading teacher to assess her students. Our teacher will use that additional assessment information to guide her in writing and facilitating the girls individual improvement plans

Person Responsible

regina davis

Schedule

Monthly, from 9/22/2014 to 8/28/2015

Evidence of Completion

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

A review of the assessments and aips will be done monthly. A review of the monthly star assessment report for reading will also be done monthly

Person Responsible

regina davis

Schedule

Monthly, from 9/22/2014 to 8/28/2015

Evidence of Completion

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

monitoring of documents and reports

Person Responsible

regina davis

Schedule

Monthly, from 9/22/2014 to 8/28/2015

Evidence of Completion

Star reports

G2. A minimum of 85% of our students will increase thier Math star score by .5 every 4.5 months 1

G046472

G2.B1 girls lack of attendance and motivation 2

B115165

G2.B1.S1 incentives, recognition and one-on-one attention 4

S126720

Strategy Rationale

We have the right instructors however, our girls come to us with attendance problems and a history of failure. They need to be present to build the competency and confidence to be successful at math.

Action Step 1 5

All staff will work together to encourage attendance and participation in Math

Person Responsible

regina davis

Schedule

On 8/28/2015

Evidence of Completion

Monthly star assessment report

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Advisors will review Attendance reports, point cards and discuss progress of each girl monthly at care review team meetings

Person Responsible

regina davis

Schedule

Monthly, from 9/22/2014 to 8/28/2015

Evidence of Completion

attendance reports, point card totals, documentation at care review meetings

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Regina will review all documents - weekly attendance, point totals,

Person Responsible

regina davis


Schedule

Weekly, from 9/22/2014 to 8/28/2015

Evidence of Completion

Star assessment charts


G3. Maintain a minimum of 85% on site student attendance 1

 G046459

G3.B1 lack of parent support 2

 B115124

G3.B1.S1 Increase bonding with parent/Guardian from intake on. Increase family night activities 4

 S126707

Strategy Rationale

Families closer bonded and linked with the program will support the girls and the center goals

Action Step 1 5

Counselors will add three steps of positive interaction with families within the first month of the girls enrollment and ongoing

Person Responsible

regina davis

Schedule

Monthly, from 9/22/2014 to 8/28/2015

Evidence of Completion

attendance records

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Attendance % will be monitored monthly and discussed at Leadership meeting

Person Responsible

laurie rogers

Schedule

On 8/28/2015

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

ETO documentation will be reviewed for efforts related to communicating with parent/gaurdian

Person Responsible

regina davis

Schedule

On 8/28/2015

Evidence of Completion

monthly attendance reports, leadership meeting minutes

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
G3.B1.S1.A1	Counselors will add three steps of positive interaction with families with in the first month of the girls enrollment and ongoing	davis, regina	9/22/2014	attendance records	8/28/2015 monthly
G2.B1.S1.A1	All staff will work together to encourage attendance and participation in Math	davis, regina	9/22/2014	Monthly star assessment report	8/28/2015 one-time
G1.B1.S1.A1	A sub will be brought in a minimum of 1 time per month to allow our reading teacher to assess her students. Our teacher will use that additional assessment information to guide her in writing and facilitating the girls individual improvement plans	davis, regina	9/22/2014		8/28/2015 monthly
G1.MA1	Aip progress, grades and star reports	davis, regina	9/22/2014	reports listed above	8/28/2015 monthly
G1.B1.S1.MA1	monitoring of documents and reports	davis, regina	9/22/2014	Star reports	8/28/2015 monthly

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	A review of the assessments and aips will be done monthly. A review of the monthly star assessment report for reading will also be done monthly	davis, regina	9/22/2014		8/28/2015 monthly
G2.MA1	This data will be collected and reviewed daily weekly, monthly and annually	davis, regina	9/22/2014	Monthly star reports and quarterly reports	8/28/2015 daily
G2.B1.S1.MA1	Regina will review all documents - weekly attendance, point totals,	davis, regina	9/22/2014	Star assessment charts	8/28/2015 weekly
G2.B1.S1.MA1	Advisors will review Attendance reports, point cards and discuss progress of each girl monthly at care review team meetings	davis, regina	9/22/2014	attendance reports, point card totals, documentation at care review meetings	8/28/2015 monthly
G3.MA1	Daily, weekly and monthly attendance	davis, regina	9/22/2014	Attendance reports	8/28/2015 daily
G3.B1.S1.MA1	ETO documentation will be reviewed for efforts related to communicating with parent/gaurdian	davis, regina	9/22/2014	monthly attendance reports, leadership meeting minutes	8/28/2015 one-time
G3.B1.S1.MA1	Attendance % will be monitored monthly and discussed at Leadership meeting	rodgers, laurie	10/20/2014		8/28/2015 one-time

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.