

Pace Center For Girls

1225D S MILITARY TRL # D, West Palm Beach, FL 33415

www.pacecenter.org/centers/palm-beach

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	0%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	70%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The schools in the Department of Educational Alternatives are committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential, with the most effective staff, to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

The schools in the Department of Educational Alternatives is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential, with the most effective staff, to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

School Environment

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

The School Counselor meets with each student and reviews the educational background of the student. A conversation is had with the student to inform them of educational decisions and the educational track that will be followed.

The School Counselor consults with educators on exhibiting behaviors that demonstrate value and respect for low expectancy students as expected in Marzano Design Question 9, Element 39: Demonstrating value and respect for all students. The counselor prepares and conducts workshops with staff during staff meetings related to this topic throughout the year, and meets with teachers individually as needed.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Teachers embed cultural activities within curriculum and daily announcements recognizing events relating to a variety of cultures. Students watch CNN News for Students and discuss cultures from around the world in reading and/or social studies classes. Teachers will participate in cultural sensitivity awareness training through on-site training. Teachers will build time within class for small group discussion of a variety of cultures and share knowledge through decorating bulletin boards and sharing with class in presentations.

The school creates a single school culture for behavior and climate through school, facility rules, and procedures which are monitored and recognized by staff from the school and facility staff. Students are introduced to rules and procedures during orientation at the school facility and reinforced on a daily basis.

The single school culture for academics focuses on the common belief that all children can and will learn with the appropriate instructional and social acceptance by staff. The climate of open discussion is encouraged at orientation and the school counselor and administrator are available for students to share concerns. Concerns are shared with staff on an individual and group format.

The school integrates Single School Culture by: sharing the Universal Guidelines for Success, following the Behavioral Matrix, teaching expected behaviors, and communicating with parents. The school ensures an appreciation for multicultural diversity through the anti-bullying campaign, structured lessons, and group sessions.

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

The educational component of Pace Center For Girls (PACE) has clearly defined goals within the instructional environment. Staff develops positive teacher student relationships, a nurturing atmosphere, clear and consistent expectations for minor behaviors, routines, appropriate amounts of structure for specific situations/needs, and proactive interventions for minor challenges that will foster an environment that is conducive for learning. The school integrates a Single School Culture by: sharing the Universal Guidelines for Success, following the Behavioral Matrix, teaching expected behaviors, and communicating with parents. Therefore, the school is committed to creating a safe, fair and respectful environment of all diverse learners including those identified as having a disability.
T

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

As part of the school's behavior management system, teachers have implemented clear and concise rules, procedures and consequences for minor appropriate and inappropriate behaviors. PACE uses SwPBS framework and promotes a safe and nurturing culture in which students receive individual and/or group counseling when necessary and on a daily basis to minimize inappropriate behaviors. In addition, staff has access to district training as well as Ultipro professional development opportunities that will address behavior management and classroom environments. Furthermore, PACE provides safety, security and supervision for all students in the facility. In the event of a major infraction (i.e. physical and verbal aggression) PACE will maintain discipline and order.

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

The school focuses on students' social-emotional needs. These efforts are accomplished by creating and maintaining positive teacher student relationships. Teachers support and openly communicate with the students regarding their needs. The school counselor, PACE Ed. Representative, Assistant Principal, ESE Coordinator and the PACE Therapist meet with students weekly to discuss the students' needs, academic and social-emotional needs. In addition, SWD with the need for individual/group counseling will be addressed through IEP.

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

Students are referred to the Care Review/School Based Team for a variety of warning indicators by parents, the courts, counselors, and as part of a list of suggestions from teachers. Indicators include by are not limited to attendance, academic failures, family concerns, drug/alcohol abuse, court recommendations, suspensions, expulsions, and retention.

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

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	4	3	13	12	9	14	4	59
One or more suspensions	2	0	6	8	4	2	0	22
Course failure in ELA or Math	1	0	7	9	8	5	2	32
Level 1 on statewide assessment	3	6	6	10	5	1	0	31

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

Indicator	Grade Level						Total
	6	7	8	9	10	11	
Students exhibiting two or more indicators	3	7	8	11	6	2	37

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

All students scoring a Level 1 or 2 in Reading are required and scheduled in one block of Intensive Reading. In addition, students are scheduled with a content area teacher who is reading endorsed. Students not responding to the core instruction are referred to the Care Review/School Based Team/Child Study Team for supplemental intervention/instructions .

The school in collaboration with the residential agency partner considers intervention strategies for students enrolled in the program. The majority, if not all of the warning indicators have occurred prior to attending Pace Center for Girls (PACE).

Interventions include:

- counseling in therapeutic groups, individually and with family (program and agency)
- behavior monitoring with goal setting and feedback
- A Single school culture that promotes learning is expected, behavior expectations are universal and a culture of respect for self and others are promoted by students and staff.

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

Parent meetings are scheduled throughout the year. Additionally, counselors communicate with parents through home visits and phone calls on a weekly basis. Parents are also invited to selected PACE events and parent activities.

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

Through the Department of Educational Alternatives' School Advisory Council the school and community partners meet and collaborate to pool resources that will aid student achievement.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Bess, Angela	Principal
Lawrence, Shelia	Assistant Principal
Clarke, Angela	Other
Bayona, Joselyn	Administrative Support
Bernard, Krista	Administrative Support
Garvin-Shaw, Shanda	Administrative Support
Simms, Jayme	

Duties

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

Director/Principal : Provides a vision for department administrators utilizing problem-solving processes for identifying challenges and strategies.

*Assistant Principal: Provides a common vision for the use of data-based decision making, ensures the school is implementing MTSS/RtI via Care Review Team/SBT, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based plans and activities.

*Select General Education Teachers: Provide information on core instruction, collect and analyze student data, deliver School-wide Tier 1 instruction/intervention, collaborate with staff to implement Tier 2 interventions, and integrate materials and progress between Tier 1 and 2.

*Certified School Counselor: Provides quality support services and expertise on issues ranging from academic program to individual student intervention and assessment. Links community agencies to schools and families to support child's academic, emotional, behavioral and social success.

*ELL support: provide support and collect data for progress monitoring of students with English as a second language. Work with teachers to plan instruction and support and meet with parents and translate for parents.

*Support Facilitators: support for students in classroom and teacher planning for instruction of students with exceptional needs in a non-isolating, least restrictive environment.

Due to the small size of the school and staff, there is an overlap in membership with the leadership team, Care Review Team/SBT and School Advisory Council. The school collaborates/plans with the other schools in the DJJ/Youth Services group.

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

The school leadership ensures that certified teachers that meet state highly qualified requirements are scheduled to instruct students as well as see to the day to day school program operations. Administration, are Review/SBT Coordinator and members monitor student progress during LTM's and Care Review/SBT. To monitor the fidelity and progress of students regarding their goals, teachers have bi-weekly data chats with Administration regarding weekly assessments and behavior concerns, etc. The Care Review/SBT meets every week. Participants are invited on an as needed basis or concurrently with interventions. Administrators monitor the fidelity of instruction/intervention daily through the utilization of (Classroom-walk-through, Formal and Informal observations). Teachers meet with the school leader(s), Care Review Members/SBT and ESE Coordinators to discuss expectations for the daily schedule to include an uninterrupted 90 minute Reading Block where Balanced Literacy (Shared Reading, Interactive Read Aloud, Guided/Strategy Groups, Oral Language time , etc) and extended learning time requirements are evident.

Title I Part D- Grant funding approval. Resource teachers.

Career and Social Skills- All Students are enrolled in Career and Social Skills Development classes through which students begin to explore career interests and opportunities through the Graduation Career Coach.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Angela Bess	Principal
Angela Clarke	Business/Community
Sheila Lawrence	Education Support Employee
Alma Horne	Education Support Employee
Mary Beth Roberts	Teacher
Keith Kearney	Teacher
Sandra Moore	Parent
Roderick White	Business/Community
Twila Taylor	Business/Community
Manny Alvarez	Business/Community
Joselyne Bayona	Business/Community
Mamine Saintil	Business/Community
Susie Puhl	Parent

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

Goals are reviewed and identified as being meet or not. Small groups at the school meet to review, share data with staff and then SAC. Goals and strategies are revised based on data review with all stakeholders.

Development of this school improvement plan

During the school year, SAC members participate in data analysis and problem-solving related to the development of the upcoming year School Improvement Plan. SAC members review student progress on diagnostics following each administration in the fall and winter. EDW reports are analyzed with SAC members to identify areas needing improvement. Results of year-end EOCs and FCAT are reviewed and analyzed with staff then shared with SAC. Teachers work on creating action plans for the upcoming year and information is used in problem solving with SAC members. The SAC also focuses on school climate with members sharing best practices from the different school sites. The School Improvement Plan will be presented to the School Advisory Council for input. Participants will have an opportunity to review and offer suggestions for improvement based on the needs of the school. Teachers work on creating action plans for the upcoming year and information is shared and discussed with SAC.

Preparation of the school's annual budget and plan

The SAC and Program Directors review proposed budgets with the Director or designated person.

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

The use of school improvement funds is to support student learning beginning with organizational skills, preparedness for class, note taking and self-monitoring of progress. Materials such as binders, paper, dividers, pencils, pens, pouches are purchased with 80% of the SIP funds. The remaining 20% is used to purchase books for school-wide reading projects.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Lawrence, Shelia	Assistant Principal
Clarke, Angela	Administrative Support
Bayona, Joselyn	Administrative Support
barr, joann	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

School wide literacy plan includes: classroom libraries stationed in each teacher's office, teacher collaboration across the content areas using common focus calendars, professional development to build teacher capacity in several school-wide literacy and writing strategies. The school utilizes common planning, learning teams to promote best practices, increase student literacy and display students' work for promoting positive school climate. Furthermore, the school ensures the implementation of a rotational model of instruction in reading classes and small group intervention/ instruction to meet the needs of individual students.

1. Reading and writing across the curriculum
2. Vocabulary fluency

3. Data analysis for effective problem solving within Tier 1, 2 and 3
4. Content area reading strategies with teacher peer mentoring/feedback

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

Teachers meet weekly as a Professional Learning Community to discuss students' needs. Teachers have the opportunity to share academic and social/emotional behavior information with peers. This information will be used for planning instruction.

Teachers utilize Ultipro Professional Development opportunities in order to increase best practices for effectiveness practices for inclusive education..

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

1. Vacancy Postings on PACE Website by Executive Director/State Office
2. Vacancy Postings on Indeed Jobs.com for teachers
3. Two week PACE Orientation
4. Development Plan with position-specific training at hire
5. Monthly Formal Supervision for 1st year teachers, Quarterly for 2+ year teachers
6. Review salary schedule to align with district salaries
7. Annual Performance Evaluations
8. Monthly Academic Meetings
9. Planning time for teachers
10. Paid vacation and sick time
11. Provide Observation

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

Teachers in need of improvement are matched with veteran teachers within the department to maximize their experience and enhance their instructional skills.

Mentee Assigned: Teachers in need of improvement will be determined from their longitudinal classroom FCAT and EOC data.

Rational for Pairing: Education at the Palm Beach Sheriff's Office has a teacher mentor program that is spearheaded by the assistant principal, Rosalind McCray, who meets with new teachers and teachers who are in need of improvement.

Planned Mentoring Activities: For teachers in need of improvement mentor/mentee partners meet weekly. They also meet bi-weekly with activities and assignments they are to complete. A portfolio of activities/lessons is kept by each mentee and is shared with their assistant principal monthly.

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

Teachers meet with district department program planners in preschool meetings where changes are identified and scope and sequence for each core course is reviewed.

Teachers use district Scope and Sequence, Learning Village, and other district supplied instructional materials to align their content and instruction to the state and district guidelines. Teachers submit lesson plans bi-weekly to be reviewed by administrator.

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

The school will use data school common assessments, and benchmark assessment to monitor student achievement along with data from the Performance Matters after diagnostic testing to identify areas students are in need of improvement. Teachers use differentiated instruction and utilize instructional technologies to incorporate various learning modalities. Teachers will use whole, small and individual groupings in class to focus on student needs and provide individual assistance.

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 Year

Minutes added to school year: 16,200

Students that are in need of an extended learning strategy are identified by ESE Contact, school counselor, and/or teachers as indicated by classroom performance and/or diagnostic tests. Students are scheduled for tutoring. Tutors target and re mediate specific skills. In addition, students in need of enrichment will participate in after school tutoring.

Strategy Rationale

Most of the students are performing one or more years below grade level due to none attendance, poor academics and inappropriate social/emotional behavior skills.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Clarke, Angela , angela.clarke@palmschools.org

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

Students are administered pre and post-tests to monitor improvement. Data is made available to all teachers for instructional purposes. (i.e. formative and summative)

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

Students enter at various times during the year and remain in the DJJ schools for one or two semesters. Upon entry students participate in an orientation and career information session. The

school counselor meets with students within two weeks of students enrolling to go over individual needs and questions.

Upon completion of the program, the school counselor meets with the students. The counselor shares information with the home school counselor relating to the student's success in the program, interventions that worked with the student and recommendations/suggestions for the students upon return to the home school.

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

Each student is assigned a teacher/advisor who assists the student in making proper choices regarding the student's educational future. Student are also administered the CHOICES career inventory which matches the student responses to various careers based on their likes and dislikes. Choices is used by the advisor as a tool to research career opportunities for each student. Girls have the opportunity to participate in PACE Works which is a program in the PACE Transition Services that focuses on academic and career success.

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

All students attend a Spirited Girls group daily. In this group, the girls work on units that address resume writing, interviewing techniques, completing work applications, proper dress attire, and the use of good communication skills. Career speakers are invited to PACE as role models and mentors. Students also participate in the PACE Works program which addresses the above topics. PACE Works also provides college tours and community partnerships for internships.

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

Students are in small instructional classes where they can receive the necessary individualized attention. This enables the instructors to target areas where students require remedial work and help students to learn skills they need to succeed at a postsecondary level. The Spirited Girls group provides opportunities for students to research requirements for postsecondary education and enable the student to better prepare herself for the future.

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

Students are enrolled in Intensive Reading and Math classes to help build their reading comprehension and mathematical skills. Students are enrolled in credit recovery classes through Florida Virtual School to assist in graduating with their cohort group. The College and Career coach works with each student to assist with their path and necessary requirements for graduation.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

- .

Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Increase students' comprehension of rigorous text through the use of reading for meaning strategies and questioning techniques.

- G2.** If we increase student engagement during instructional delivery, then students will increase proficiency on the annual statewide assessments in all of the content areas.

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. Increase students' comprehension of rigorous text through the use of reading for meaning strategies and questioning techniques. 1a

G070108

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	25.0

Resources Available to Support the Goal 2

- PACE offers a longer school year that offers students additional instructional hours through which learning gains can increase.
- PACE places level 1 and level 2 students in an intensive reading class to help improve reading skills.
- PACE uses FCAT Explorer and Reading Theory to build vocabulary and comprehension, along with the EDGE curriculum.
- PACE classrooms are designed with a low student to teacher ratio of 12:1.

Targeted Barriers to Achieving the Goal 3

- PACE students lack grade level vocabulary skills.
- PACE students lack comprehension skills.

Plan to Monitor Progress Toward G1. 8

Progress will be monitored through periodic assessments including the WIN and the STAR. Also progress of student goals will be monitored by teachers on a daily basis.

Person Responsible

Schedule

Evidence of Completion

Evidence will be determined through evaluation tools such as diagnostics, teacher and Academic Manager observations, and FCAT Reading scores.

G2. If we increase student engagement during instructional delivery, then students will increase proficiency on the annual statewide assessments in all of the content areas. 1a

G070109

Targets Supported 1b

Indicator	Annual Target
Math Gains	15.0

Resources Available to Support the Goal 2

- PACE offers a school year with additional instructional hours through which learning gains can increase.
- PACE offers after school tutoring.
- PACE classes are arranged with a low student to teacher ratio of 12:1.

Targeted Barriers to Achieving the Goal 3

- PACE students lack many of the the basic reading/math skills necessary to pass the FCAT.

Plan to Monitor Progress Toward G2. 8

Progress toward the goal will be monitored in Care Review meetings and during Academic Advisee time on a bi-

Person Responsible

Schedule

Evidence of Completion

Evidence of progress will be determined through the use of diagnostics, as well as observations from the teachers and the Academic Manager.

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. Increase students' comprehension of rigorous text through the use of reading for meaning strategies and questioning techniques. **1**

 G070108

G1.B4 PACE students lack grade level vocabulary skills. **2**

 B182464

G1.B4.S1 Teachers will use a variety of reading strategies to increase vocabulary including graphic organizers, word maps, word walls, and activities that target context clues. **4**

 S194218

Strategy Rationale

Action Step 1 **5**

Students are enrolled in Intensive Reading to help build reading vocabulary skills. The students have access to the computer lab to work with students on Reading Theory with the Reading Teacher.

Person Responsible

Schedule

Evidence of Completion

Evidence this has been done will be through assessment results, classroom observations, and other data provided and entered in our ETO System.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The Academic Manager will review curriculum data and complete observations.

Person Responsible

Schedule

Evidence of Completion

Observations will be performed by the Academic Manager.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Strategies are monitored for effectiveness with assessments and observations.

Person Responsible

Schedule

Evidence of Completion

The evidence for effectiveness is the use of diagnostic testing and observations, as well as lesson plan monitoring by the Academic Manager.

G1.B5 PACE students lack comprehension skills. 2

 B182465

G1.B5.S1 Teachers will use a variety of reading strategies to improve comprehension skills including journaling, directed reading, prediction, graphic organizers, and evidence-based reading programs. 4

 S194219

Strategy Rationale

Action Step 1 5

Students will have access to the computer lab during Intensive Reading class to go to Reading Theory computer program.

Person Responsible

Schedule

Evidence of Completion

Teacher Observation and reading activity scores.

Action Step 2 5

The Academic Manager will monitor lesson plans for the inclusion of reading comprehension strategies in the classroom.

Person Responsible

Schedule

Evidence of Completion

Lesson Plans and Observation notes

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Strategies will be monitored with classroom observations, progress reports and data entered in ETO System.

Person Responsible

Schedule

Evidence of Completion

Data entered in the ETO System

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Strategies are monitored for effectiveness through observations and shared data in ETO.

Person Responsible

Schedule

Evidence of Completion

Evidence of effectiveness is in classroom and academic performance as observed by the Academic Manager.

G2. If we increase student engagement during instructional delivery, then students will increase proficiency on the annual statewide assessments in all of the content areas. 1

G070109

G2.B3 PACE students lack many of the the basic reading/math skills necessary to pass the FCAT. 2

B182468

G2.B3.S1 PACE offers after school tutoring. 4

S194221

Strategy Rationale

Action Step 1 5

After school math tutor will offer tutoring one or two hours per week.

Person Responsible

Schedule

Evidence of Completion

Student work and assessments

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Implementation of strategies will be monitored through diagnostics, and observations.

Person Responsible

Schedule

Evidence of Completion

The evidence of completion will be through student work and assessments , as well as teacher feedback.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Results of effectiveness are available from computer program and then shared with the math teacher.

Person Responsible

Schedule

Evidence of Completion

Student work and assessments.

G2.B3.S2 PACE students are able to be given individual attention in the classroom because of the low student teacher ratio of 12:1 4

 S194222

Strategy Rationale

Action Step 1 5

PACE offers 12:1 student teacher ratio with individualized curriculum based on students' needs.

Person Responsible

Schedule

Evidence of Completion

Observations performed by the Academic Manager, periodic assessments, and data entered in ETO.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Student schedules do not exceed 12 per class, and the teacher uses curriculum designed to meet the needs of each student.

Person Responsible

Schedule

Evidence of Completion

The implementation is evident in observations and student classroom performance.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Strategy effectiveness will be monitored during classroom observations and academic advising.

Person Responsible

Schedule

Evidence of Completion

The evidence of completion will be done with assessments and other data as documented in our ETO Management System.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Students are enrolled in Intensive Reading to help build reading vocabulary skills. The students have access to the computer lab to work with students on Reading Theory with the Reading Teacher.		Evidence this has been done will be through assessment results, classroom observations, and other data provided and entered in our ETO System.	once	
G1.B5.S1.A1	Students will have access to the computer lab during Intensive Reading class to go to Reading Theory computer program.		Teacher Observation and reading activity scores.	once	
G2.B3.S1.A1	After school math tutor will offer tutoring one or two hours per week.		Student work and assessments	once	
G2.B3.S2.A1	PACE offers 12:1 student teacher ratio with individualized curriculum based on students' needs.		Observations performed by the Academic Manager, periodic assessments, and data entered in ETO.	one-time	
G1.B5.S1.A2	The Academic Manager will monitor lesson plans for the inclusion of reading comprehension strategies in the classroom.		Lesson Plans and Observation notes	once	
G1.MA1	Progress will be monitored through periodic assessments including the WIN and the STAR. Also progress of student goals will be monitored by teachers on a daily basis.		Evidence will be determined through evaluation tools such as diagnostics, teacher and	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			Academic Manager observations, and FCAT Reading scores.		
G1.B4.S1.MA1	Strategies are monitored for effectiveness with assessments and observations.		The evidence for effectiveness is the use of diagnostic testing and observations, as well as lesson plan monitoring by the Academic Manager.	once	
G1.B4.S1.MA1	The Academic Manager will review curriculum data and complete observations.		Observations will be performed by the Academic Manager.	once	
G1.B5.S1.MA1	Strategies are monitored for effectiveness through observations and shared data in ETO.		Evidence of effectiveness is in classroom and academic performance as observed by the Academic Manager.	once	
G1.B5.S1.MA1	Strategies will be monitored with classroom observations, progress reports and data entered in ETO System.		Data entered in the ETO System	once	
G2.MA1	Progress toward the goal will be monitored in Care Review meetings and during Academic Advisee time on a bi-		Evidence of progress will be determined through the use of diagnostics, as well as observations from the teachers and the Academic Manager.	once	
G2.B3.S1.MA1	Results of effectiveness are available from computer program and then shared with the math teacher.		Student work and assessments.	once	
G2.B3.S1.MA1	Implementation of strategies will be monitored through diagnostics, and observations.		The evidence of completion will be through student work and assessments, as well as teacher feedback.	once	
G2.B3.S2.MA1	Strategy effectiveness will be monitored during classroom observations and academic advising.		The evidence of completion will be done with	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			assessments and other data as documented in our ETO Management System.		
G2.B3.S2.MA1	Student schedules do not exceed 12 per class, and the teacher uses curriculum designed to meet the needs of each student.		The implementation is evident in observations and student classroom performance.	once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data			
1	G1.B4.S1.A1	Students are enrolled in Intensive Reading to help build reading vocabulary skills. The students have access to the computer lab to work with students on Reading Theory with the Reading Teacher.	\$0.00
2	G1.B5.S1.A1	Students will have access to the computer lab during Intensive Reading class to go to Reading Theory computer program.	\$0.00
3	G1.B5.S1.A2	The Academic Manager will monitor lesson plans for the inclusion of reading comprehension strategies in the classroom.	\$0.00
4	G2.B3.S1.A1	After school math tutor will offer tutoring one or two hours per week.	\$0.00
5	G2.B3.S2.A1	PACE offers 12:1 student teacher ratio with individualized curriculum based on students' needs.	\$0.00
			Total: \$0.00