Pace Center For Girls, Inc.

2015-16 School Improvement Plan

Pace Center For Girls, Inc.

328 NE 1ST AVE STE 500, Ocala, FL 34470

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	82%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	38%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Marion County School Board on 12/8/2015.

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.

Table of Contents

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	2	Wayne Green

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

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

School Environment

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

We learn about the students' cultures through observations and assessments. The intake needs assessment, INA, is conducted on the student and parent on arrival then update as this is an ongoing process.
Teachers build relationships by meeting with students bi-weekly to discuss personal and academic goals.
Teachers provide opportunities of one on one rapport building through on-track rewards, individual clubs and volunteer projects.

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

Students are under 100% sight and sound supervision by a staff member at all times, even when using restrooms or moving through the hallway. Class size is 1:14 maximum, large groups are supervised at 1:12, and off-site trips are 2:6. Girls are walked to the bus depot daily by staff. Strength based communication is used for redirections. Each person in the school has an invisible "bubble" that no one is to enter. Staff role model the behaviors that are expected for safety. Mandated processes are in place for de-escalation of behavior that lends itself to keeping all students safe.

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

The behavior management system is used to reward students following the 9 Values and Principals that PACE is built upon. When a student is acknowledged for following the values they are rewarded a bead for their necklace that also earns them points to use in the boutique or auction. 50 beads earned can be exchanged for charms.
Our Level system rewards students for behavior, volunteerism and meeting goals-each month. A ceremony is held with parent involvement monthly to recognize girls moving to the next level. Speeches are made by the advisor and counselor to acknowledge the positive growth that the students have shown. Each student is given a gift bag.
Chill passes are used for a student that needs to leave the class for 5 minutes to regroup and return on task.
Dragon passes are used for students to leave class when feeling they might hurt themselves or

others. The student visits their counselor to calm down.
Mediation is done to relieve tension between students in conflict.
Reflection time is given when students need to examine behavior and figure out the plan they will use to curb the behavior. Students must write down the offense and recourse of behavior.

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

Each girl that attends is assigned a counselor that helps provide behavioral and emotional support for the girl and their family. PACE supports the family by offering a resource room for parents that assists parents in learning about their child's emotional needs. Counselors do home visits and make recommendations for out of school counseling.
Large group counseling sessions are conducted at least twice monthly. Counseling groups for students that are "moms" are scheduled as needed. Small groups are addressed as situations arise with like needs. Family counselors visit the site and also offer needed services. Many mentors volunteer through our program helping girls job shadow, learn new skills or provide rewards.
Group presentations are made from community mental health providers.
Spirited girls classes address social and emotional needs taught through the PACE curriculum model.
Volunteers visit weekly to provide individual tutoring in all subjects. Currently our volunteer has promoted a math club assisting girls obtain basic math and working on EOC objectives.
Tutoring is provided to students up to 5 years after leaving the program.

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

Attendance is monitored daily for all students-goal of 90%.
Course failure in Language Arts/Math both with assessment data and course completions.
Level 1 scores on statewide assessments in LA and math.
On intake other indicators are factored in with mental health. SIQ is monitored for prevention.
Parent incarceration or DCF involvement.
Juvenile Justice sanctions are utilized for our early warning system.

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	1	10	8	10	3	1	37
One or more suspensions	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	0	0	1	1	1	0	5
Level 1 on statewide assessment	1	1	4	5	3	4	0	18

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	4	1	4	4	3	3	19

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

Intensive reading is offered to all students.
Math tutoring is offered after school weekly by certified math teachers.
STAR Suite software is utilized to develop math skills on computer.
Math club meets weekly with volunteer and small group of girls.
DEAR-Drop Everything and Read is done 10 minutes per day.
Individual advising to seek out problem areas of student goals.

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

All parents are expected to engage actively in the education of their child. This will occur through the following:
1. New and returning student orientation
2. Monthly parent meetings
3. Level Ceremonies monthly
4. Parent/teacher conferences
5. Monthly parent newsletter
6. Personal call to all students that are not in attendance daily.

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

The school actively engages with community partners monthly.
Church donations of birthday cakes and providing craft days for student rewards.
United Way and partners with us during a Saturday clean up day, which involves sprucing up the school building and vans.
Marion County Children Alliance - staff
CASA monthly meetings.
Marion Mental Wellness Coalition
Behavioral Health in the schools Workgroup
Tobacco Prevention
DJJ Summit
"The Centers" are utilized for small group meetings with girls.
Lockheed Martin supplies volunteers for facility repair.
Other community supporters: MS and Leasing LLC, Kiwanis Club, Chili's, Women's Club of Ocala, Center State Bank, Regions Bank, and Children's Health of Ocala to name a few.

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
Savage, Carole	Principal
Williamson, Calvis	Other
Busby, Ann	Other
Vollmer, Kimberly	Other
Williams, Julie	Other

Duties

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

Ann Busby is the academic manager, which encompasses the roles of principal, guidance counselor, hiring manager, assistant principal and testing coordinator. Academic meetings are held weekly and are led by the Academic Manager. The management team provides monthly meetings for the full staff. Monthly teacher supervision meeting are held with teachers and sharing of concerns and ideas are shared. Teacher concerns are taken to meetings for group decision making with all aspects of the problems are discussed and resolved.
Carole Savage is the Executive Director supervising all aspects of PACE. She does budgeting and overseeing of personnel on the social and academic side. Ms. Savage leads board meetings and coordinates the community leaders with our school.
Tracy Parks is the outreach counselor. Her duties are to locate students needing the services at PACE. She does tours and intake meetings with parents and students. She works with the academic team in conversations about potential students for PACE admission.
Ms. Stone and Ms. Wutzler are teachers in the classroom that are involved in the day to day operations with the students. They offer suggestions about the hands on academic progress and needed changes as needed.
Mrs. Williamson is our liaison from the district that brings information to the teaching staff. She supports our school with ideas of professional development and obtaining needed information and support for teachers and administration.

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

Title I Part D - funds are used to support parent involvement and supplement all areas of the curriculum.
DJJ - funds to support daily operations.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Carole Savage	Principal
Kimberly Vollmer	Education Support Employee
Ann Busby	Education Support Employee
David Moore	Business/Community
Lee Ann Mackey Barnes	Business/Community
Joe Graff	Business/Community
Student A	Student
Student B	Student
Student C	Student
Megan Stone	Teacher

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 School Advisory Council met to review last years School Improvement Plan. The SAC looked at what worked, what did not work and what changes needed to be implemented for this upcoming school year. Feedback from instructional staff, parents, students and business/community members was included in this discussion.

Development of this school improvement plan

The School Advisory Council met to review last years School Improvement Plan. The SAC looked at what worked, what did not work and what changes needed to be implemented for this upcoming school year. Feedback from instructional staff, parents, students and business/community members was included in this discussion.

Preparation of the school's annual budget and plan

NA

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

NA

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
Busby, Ann	Assistant Principal
Wutzler, Charli	Teacher, K-12
Savage, Carole	Principal
Stone, Megan	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

This team consults on school-wide initiatives to promote reading daily.
Each person donates reading strategies to be presented at our monthly Level Ceremony, where parents attend and receive ideas to promote reading or strategies for learning in the home.
Books and supplies are reviewed and lists of needed literacy products are made for future purchases.
Books are purchased for families to start a library at home.
Parent reading materials are updated in the resource room.
Team logs in all books at the site.

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 have common planning each afternoon. Tuesdays involve "Care Review" when all staff meet to discuss students' needs and progress. Ideas are presented to improve instruction and/or behavior plan implementation.Teachers are afforded monthly lunch meetings to collaborate and also encourages positive relationships. Monthly birthday celebrations for teachers are held in conjunction with staff meeting-treats and surprises are given to staff. Off-site activities for staff are held intermittently to provide social time and relationship building. Holiday parties are held to encourage the positive working relationships between staff.
Weekly team meetings include acknowledging teachers with beads for following the Values and Guiding Principals that PACE is founded on.Volunteer projects are provided for all staff to participate in, for example Derby Day and many others as the year progresses. Team Building Volunteer Projects are performed-"Stocking shelves at Interfaith" or cleaning the cemetery at "Dust the Dead".

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

Academic Manager Ann Busby will provide staff development to current teachers.
Academic Manager will recruit through PACE On-Boarding process. The needs for staff are also posted on social media, Ultipro, Teacher to Teacher, Indeed.com, job fairs, and utilizing Career Source.

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

Veteran teachers will provide mentoring to new hires. They will teach software programs that collect data and how to complete CARE Review. In addition they will work with new teachers on classroom management, delivery of instruction and improving school climate.

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

The PACE organization provides web conferences for all teaching staff to align with the standards. PACE provides STAR testing that not only gives testing scores, but also gives teachers lesson plans and activities that have the standards listed. Individual Academic Plans are made for each student that incorporate the standards. PACE utilizes district mandated books and materials. PACE teachers had a years worth of Common Core training which was a weekly project for all teachers. Teachers go to district schools to shadow and observe teachers in the general education classes. PACE teachers go to other PACE centers to communicate with teachers in the same discipline to share teaching strategies that align to the Fla. Standards.

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

STAR testing is provided to each student within 10 days of arrival to secure an incoming level. STAR software then provides teachers the opportunity to group students in like groups to enable groups for differentiated instruction to take place. STAR gives lessons and ideas to provide instruction at many levels.
Kaleidoscope Inventory of Learning Styles is also given to each girl to secure a teaching strategy to engage the student. Ally Learning gives books that are read aloud for basic readers. Calculators are assisting students with low mathematical skills. Reading games are provided in a center approach and rotation to increase skills in a fun fashion.Lap top computers now assist students in research."I AM" books are used to supplement students in social studies.Hands on activities are provided in science for the students with comprehension difficulties.
Language Arts projects are leveled for beginning writers to proficient story tellers. Poetry books are written at all levels of proficiency. Groups are formed according to level of writing abilities.

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: 12,600

Girls are given year round school which gives students 230 full days of school to remediate or catch up with units in middle school, or credits in high school.

Strategy Rationale

Students coming to this school are "at risk" and have fallen behind. The opportunity to catch up at PACE gives the girl confidence that a diploma is doable. Skill levels of the girls are low and extra time to develop basic skills is necessary. Social and emotional skill levels show the need for a safe place to come daily throughout the summer.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Busby, Ann, ann.busby@pacecenter.org

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

Currently undergoing a statewide effectiveness strategy that is being monitored.
Course completions are monitored.
STAR scores for intake and transition are utilized to determine progress.

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

Upon enrollment at PACE the transition planning is implemented. Goals are set and timelines listed. The district has assigned a district transition coordinator to work with girls nearing transition enlightening their understanding of the credits needed and accomplished. The school of transition is notified and paperwork emailed by the transition coordinator. When transitioning the student and parent come to a meeting and all necessary information is shared and copies sent home.

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 students are scheduled daily in "advisee" class where students go over road maps of their classes completed and classes needed. Transition specialist comes to the school weekly to help assess students needs for future coursework and transitions back to high school.
Speakers from colleges address students.
Field trip to UF for law week are in place.
Business partners plan short large group assemblies.
Teachers volunteer to accompany students to the college night put on by the district.

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

All students of PACE will participate in a Careers course. This is designed to help each student see the relevance between school coursework and real world application.Career class incorporates certifications and job shadowing.

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

Social Studies teacher implements the Choices Interest Profiler for each student which assists them in choosing a career path.

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

PACE students will be given College Readiness courses as needed after analyzing the assessment data.

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   If teachers participate in staff development that emphasizes differentiated instruction to address needs of all students and implement the strategies learned in the professional development with rigor and relevance then, student achievement in all content areas for all students will increase.

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. If teachers participate in staff development that emphasizes differentiated instruction to address needs of all students and implement the strategies learned in the professional development with rigor and relevance then, student achievement in all content areas for all students will increase. 1a

Targets Supported 1b

🔍 G073823

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	50.0
College Readiness Reading	50.0

Resources Available to Support the Goal 2

- Ed-Helper
- PACE Staff Development
- District Staff Development
- Webinar Staff Development
- STAR
- Ally
- PLATO
- community partners
- Board members
- technology hardware
- United Way funding
- Title 1 funding
- Business partnerships
- The Centers Mental Health
- Police Department
- University
- ESOL
- Student Services
- Transition Specialist
- Reading Tutor

Targeted Barriers to Achieving the Goal 3

- Instructional Leadership
- Year round school and no 1/2 days to attend professional development

Plan to Monitor Progress Toward G1. 8

The number of PACE staff participating in on site professional development.

> ### Person Responsible
> Ann Busby
>
> ### Schedule
> Monthly, from 9/4/2015 to 6/30/2016
>
> ### *Evidence of Completion*
> Teacher sign in logs, student assessment data, lesson plans and MIP.

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. If teachers participate in staff development that emphasizes differentiated instruction to address needs of all students and implement the strategies learned in the professional development with rigor and relevance then, student achievement in all content areas for all students will increase. [1]

🔑 G073823

G1.B1 Instructional Leadership [2]

🔑 B192803

G1.B1.S1 Schedule monthly meetings with key district personnel to communicate challenges and collect information for opportunities for teachers. [4]

🔑 S204313

Strategy Rationale

To resolve communication challenges and concerns with PACE staff.

Action Step 1 [5]

Schedule a calendar of monthly meetings with key district personnel.

Person Responsible

Ann Busby

Schedule

On 6/30/2016

Evidence of Completion

Calendar emailed to teachers.

Action Step 2 `5`

Schedule monthly meeting with Title 1 D staff

Person Responsible

Ann Busby

Schedule

On 6/30/2016

Evidence of Completion

Agenda, notes, minutes and reports.

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

The number of professional development opportunities available to teachers based on current information from district.

Person Responsible

Ann Busby

Schedule

On 6/30/2016

Evidence of Completion

Number of professional development offerings to PACE.

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

The number of staff development offerings the staff attended.

Person Responsible

Ann Busby

Schedule

On 6/30/2016

Evidence of Completion

Staff development logs, district staff development surveys, MIP point amounts, and lesson plans and implementation.

G1.B4 Year round school and no 1/2 days to attend professional development 2

🔍 B192806

G1.B4.S1 Negotiate with district to implement staff development on site. 4

🔍 S204314

Strategy Rationale

The teaching staff would be on site creating partnerships with district professionals and learning differentiated instructional techniques in the PACE classrooms.

Action Step 1 5

Schedule meetings with key district personnel for providing on-site staff development.

Person Responsible

Ann Busby

Schedule

On 6/30/2016

Evidence of Completion

Meeting schedule calendar with district professional development staff.

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

Review professional development schedule monthly.

Person Responsible

Ann Busby

Schedule

Monthly, from 11/3/2015 to 6/1/2016

Evidence of Completion

Professional development schedule.

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

Monthly schedule of PACE staff professional development logs.

Person Responsible

Ann Busby

Schedule

Monthly, from 11/3/2015 to 6/1/2016

Evidence of Completion

Professional development logs.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Schedule a calendar of monthly meetings with key district personnel.	Busby, Ann	9/4/2015	Calendar emailed to teachers.	6/30/2016 one-time
G1.B4.S1.A1	Schedule meetings with key district personnel for providing on-site staff development.	Busby, Ann	10/13/2015	Meeting schedule calendar with district professional development staff.	6/30/2016 one-time
G1.B1.S1.A2	Schedule monthly meeting with Title 1 D staff	Busby, Ann	9/4/2015	Agenda, notes, minutes and reports.	6/30/2016 one-time
G1.MA1	The number of PACE staff participating in on site professional development.	Busby, Ann	9/4/2015	Teacher sign in logs, student assessment data, lesson plans and MIP.	6/30/2016 monthly
G1.B1.S1.MA1	The number of staff development offerings the staff attended.	Busby, Ann	9/4/2015	Staff development logs, district staff development surveys, MIP point amounts, and lesson plans and implementation.	6/30/2016 one-time
G1.B1.S1.MA1	The number of professional development opportunities available to teachers based on current information from district.	Busby, Ann	9/4/2015	Number of professional development offerings to PACE.	6/30/2016 one-time
G1.B4.S1.MA1	Monthly schedule of PACE staff professional development logs.	Busby, Ann	11/3/2015	Professional development logs.	6/1/2016 monthly
G1.B4.S1.MA1	Review professional development schedule monthly.	Busby, Ann	11/3/2015	Professional development schedule.	6/1/2016 monthly

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.

G1. If teachers participate in staff development that emphasizes differentiated instruction to address needs of all students and implement the strategies learned in the professional development with rigor and relevance then, student achievement in all content areas for all students will increase.

G1.B1 Instructional Leadership

G1.B1.S1 Schedule monthly meetings with key district personnel to communicate challenges and collect information for opportunities for teachers.

PD Opportunity 1

Schedule a calendar of monthly meetings with key district personnel.

Facilitator

Calvis Jones

Participants

PACE teaching staff

Schedule

On 6/30/2016

PD Opportunity 2

Schedule monthly meeting with Title 1 D staff

Facilitator

Dr. Ira Neal

Participants

PACE Academic Staff

Schedule

On 6/30/2016