

Clay County Schools

# Pace Center For Girls Clay



2016-17 Schoolwide Improvement Plan

## Pace Center For Girls Clay

1241 BLANDING BLVD, Orange Park, FL 32065

[www.pacecenter.org](http://www.pacecenter.org)

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	39%

### School Grades History

Year	2017-18
Grade	

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Pace Center For Girls Clay

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

- a. PACE provides girls and young women an opportunity for a better future through education, counseling, training and advocacy.
- b. 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.
- c. It is the policy of PACE to serve girls ages 11-17 years old who are at risk of school failure and/or dropout and/or involvement in the Juvenile Justice system. To determine if PACE is the most appropriate placement, based on the girl's assessed needs; a designated staff member will administer a needs assessment which includes a suicide risk screening component to the girl during the Intake interview. PACE utilizes the Prevention Assessment Tool (PAT) as the needs assessment at intake. The PAT is an instrument designated and approved by the Department of Juvenile Justice.

##### b. Provide the school's vision statement.

PACE will make every attempt to provide services to at-risk girls. However, PACE may not be able to effectively meet the needs of all girls referred. In the event that PACE is not the most appropriate placement, a referral to a more suitable placement for the girl will be offered by designated PACE staff.

Girls are accepted into the program regardless of race, color, religion, creed or sexual orientation. The decision to attend PACE is a voluntarily decision made by each individual girl and her parent/guardian. In some instances, PACE accepts court ordered placements in accordance with local contracts and girls' needs.

There is no charge for girls to attend PACE. When applicable, PACE may assist with necessary student expenses including bus fare, school supplies, and lunch if needed.

#### 2. School Environment

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

? PACE Clay works to build student collaboration and the family involvement from the moment we do our initial intake meeting with an interested student. This initial meeting helps the teachers, who serve as a student's Academic Advisor, discuss and process the goals a student will have when entering PACE.

? Academic and Social Service staff hold weekly "Care Reviews" to discuss the progress of each girl in the program. Girls that have been enrolled in the program for 30 days or less are monitored in care review weekly. Girls that have participated for 90 days or less are discussed in this review every other week. Girls enrolled over 90 days are discussed on a monthly basis.

? Students meet with their Academic Advisors bi-weekly for academic advising to develop an Individual Academic plan (IAP) that includes academic SMART GOALS for math and reading. In addition teachers monitor their academic progress in their courses and provide support and encouragement as needed.

? Academic Advisors meet with their students quarterly to evaluate, revise and update with their students IAPs to ensure academic progress.

? On a monthly basis teachers provide the PACE Counselor with an academic update for the Monthly Parent Contact Report/Meeting.

In addition, PACE Clay maintains a Facebook school page that provides up to date information to families and students.

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

- PACE Center for Girls, Inc., is committed to providing girls with the best possible resources, skills and opportunities so they may experience academic and personal success. Therefore, it is imperative that PACE Center for Girls, Inc. protects its students, staff, visitors and others from bullying, harassment or discrimination for any reason and of any type, including verbal, written or electronic/cyber. This policy is aligned with purpose and definitions set forth in “Jeffery’s Law”, FS 1006.147.
- PACE also conducts an annual Student Feedback survey that is instrumental in reviewing focus areas for school safety.

**c. 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.**

- PACE will use redirection and de-escalation techniques when behavior management is necessary. These practices are consistent with PACE’s Philosophy, Mission, and Values and Principles Guiding Our Actions. PACE staff member will not utilize hands-on behavior management techniques, mechanical restraint devices, isolation rooms, or pharmacological restraints.
- We have a Level & Reward System. Points can be earned by the girls and used as motivation to reward them for positive behaviors, attitudes, participation and progress.
- PACE has implemented Positive Behavior Interventions and Supports. PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS is a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students. Effective classroom management and preventive school discipline are essential for supporting teaching and learning. PBIS goes further by emphasizing that classroom management and preventative school discipline must be integrated and working together with effective academic instruction in a positive and safe school climate to maximize success for all students.
- PACE provides each student and parent a copy of the student handbook that outlines the student code of conduct and behavioral expectations, rules and guidelines for students and staff.

**d. 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.**

- Individual and group counseling services provide each girl with tools to help her respond to obstacles in her life, peer pressure, family conflict, and coping with victimization or abuse. Girls and their counselors develop care plans with individualized goals based on assessed strengths and needs. Students are provided ongoing case management to support them once they transition from PACE back to their home school, higher education, or the workforce.
- PACE’s life management curriculum, Spirited Girls!, helps girls make positive decisions and lifestyle choices.
- PACE helps girls prepare for a lifetime of success through career preparation and exploration, school-to-work readiness skills training, and assistance with finding, applying, and interviewing for jobs.
- PACE has also partnered with Clay Behavioral to provide weekly therapy services to our students and families.

### 3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### **a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

The Care Team meets regularly to discuss academic and social services planning for girls enrolled in the PACE program. Each girl's individual progress will be reviewed monthly, at a minimum, by the Care Team to ensure her care plan is being facilitated according to PACE standards.

##### **Attendance:**

Attendance is of the utmost importance to the success of a girl enrolled in PACE. Therefore, it is expected that all staff members will encourage attendance as a primary goal for the girls. Attendance is recorded on a daily basis, correlating with the Center's calendar. Additionally, parent/guardian phone calls will be made within two hours of the Center's starting time for any girl not in attendance. This will ensure safety and supervision of the girl. PACE will employ proactive practices that ensure regular attendance and work diligently to employ attendance strategies for girls who are not meeting attendance goals. Accurate reporting of data will be maintained in the ETO system in relation to enrollment, absenteeism, attendance, leave and transition. Census is driven by attendance and must be accurate for reporting to the Department of Juvenile Justice. Additionally, perfect attendance is rewarded monthly with a special lunch for all girls that have achieved this goal.

Early Warning System will include the following early warning indicators:

- a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- b. One or more suspensions, whether in or out of school.
- c. Course failure in English Language Arts or Mathematics.
- d. A Level 1 score on the statewide standardized assessments in English Language Art or Mathematics.

When a student exhibits two or more early warning indicators, a school-based team shall convene to determine appropriate intervention strategies for the student. The school shall provide at least 10 days' written notice of the meeting to the student's parent, indicating the meeting's purpose, time, and location, and provide the parent the opportunity to participate.

#### **b. Provide the following data related to the school's early warning system**

##### **1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	5	12	6	1	24	
One or more suspensions	0	0	0	0	0	0	0	0	0	2	2	1	0	5	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	3	8	5	1	17	
Level 1 on statewide assessment	0	0	0	0	0	0	3	3	6	1	3	2	0	18	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	5	4	6	1	16	

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

Course failure:

Each student has an Individual Academic Plan. Teachers work with students individually on areas they are struggling with academically. Many of our students have failed courses in public schools and come to PACE for credit remediation.

Attendance:

Each student is encouraged to maintain 90% attendance. If a student falls below the expectation, they are placed on an attendance contract with their counselors and parents are notified. In addition, if a girl misses more than 5 days in a month the girl is referred to truancy court.

Conduct:

If a girl's conduct is hindering her progress in the program, the girl is placed on a success plan with her counselor that outlines the exact behavior that she needs to modify. In addition, the girl will work with her counselor one on one with behavior modification strategies to improve her decision making skills. If a girl continues to struggle with her behavior while on a success plan, the girl will be placed on a behavior contract. The girl will have 3 opportunities for growth and change to modify her behavior.

**B. Family and Community Engagement**

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

**1. 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. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

No

### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

### 2. Description

1. Ongoing parental involvement is an integral part of the care plan for each girl. Counselors maintain regular contact with parents through phone calls and in-person meetings to ensure each girl has the support she needs at home to be optimally successful.
2. 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.
3. PACE requires each girl to participate in at least one volunteer service project per quarter. Volunteer service includes projects such as serving lunch to the elderly, working with children, helping with abandoned animals at a local shelter, etc. Participation in volunteer service projects enables the girls to show their appreciation for the community's support and commitment to the PACE program.

### 2. 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.

Additionally, participation in volunteer service projects provides an opportunity for the girls to contribute to their community in a positive manner, to gain valuable exposure to career opportunities, to gain specific employability skills and to increase their self-esteem.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Shadrick, Destani	Other
Goodin, Atiya	Other
Hatcher, Saryn	Principal

#### b. Duties

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

Saryn Hatcher, Principal  
Destani Shadrick, Executive Director  
Chantell Miles, Program Director  
Atiya Goodin, Academic Manager

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Instruction and Tier of the Multi-tiered Positive Behavior Interventions and Support System. Data that is used includes 6-12 Performance mattes benchmark assessments, Formal Assessments such as FSA and EOCs, STAR Math & Reading Assessments and the DJJ Common Assessment by WIN Learning. The Program Director leads the meeting. The Academic Manager supports the Program Director.

SBLT also develops and implements strategies to increase literacy throughout the school. The Drop

Everything And Read (DEAR) initiative was created to practice reading strategies and increase reading time for all students. Once a week during the last period of the day, all students and staff members are to select a book of their choosing and read silently for 30 minutes.

**2. 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.**

Executive Director – Works with CCDS for the development of our district contract. She is also responsible for the areas of financial resources development for the entire program.

Program Director – Works to make sure compliance of the CCSD Contract, DJJ Contract, and PACE Program Policies and Procedures are enforced and followed. Handles case management of girls and supervises Counselors, provides behavioral management support, coordinates psycho-educational groups.

Academic Manager – Serves as PACE Clay's primary instructional leader at PACE Center for Girls. She supports class instruction and teachers, developing schedules for students, and cohorts for effective placement of the girls in the classroom setting. She coordinates testing and proctors test. She serves as a liaison for ESE, ESOL, and all educational services provided by CCSD. She collaborates with the Program Director and Social Service Team on projects pertaining to the girls that need additional support. We share in decision making for behavioral concerns and classroom management.

Upon initial consideration for intake all prospective girl's records are reviewed to ensure that PACE, Clay has the available resources to meet the students' academic needs per her IEP or 504. Clay Behavioral and SEDNET provide additional resources for the support of our students when necessary. Each student is benchmark assessed upon entrance to the program via the STAR Assessment and DJJ Common WIN Assessment. Student's academic progress is monitored every 8 weeks with via administration of the STAR assessment. The Academic adviser meets with their student to have data talks about their academic standing and progress. The Care Review Team also meets monthly to discuss the students progress and additional strategies that may need to be implemented for the student to achieve mastery of the necessary benchmarks and skills.

Professional Development is offered and strongly encouraged.

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

Name	Stakeholder Group
Jennifer Bradley	Business/Community
Tracy Johnson	Business/Community
David Fay	Business/Community
Craig Aldrich	Business/Community
Tiffany Wagner	Education Support Employee
Barry Swedlow	Teacher
Alex Blakesly	Student
Chantell Miles	Education Support Employee
Atiya Goodin	Education Support Employee

## **b. Duties**

### **1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

#### **a. Evaluation of last year's school improvement plan**

Members of the SAC Committee worked together to identify areas of improvement and make recommendations for future adjustments to the School Improvement Plan to bring about future increased student achievement.

#### **b. Development of this school improvement plan**

The School Advisory Council (SAC) will work with the Leadership Team in designing and developing goals to increase academic success and community involvement. During the meeting the principals will discuss the SIP with the SAC committee and take suggestions on increasing overall program effectiveness. The SAC team will evaluate preparation for the annual budget as well. Administrative staff and teachers input was essential in the writing of the School Improvement Plan. All stakeholders were asked for input in their area of expertise. SAC members will monitor the school's progress towards the goals set forth in the SIP.

#### **c. Preparation of the school's annual budget and plan**

Currently, there are no funds in the SAC budget. However when funds become available they will be used to assist with incentives that will be provided to students to improve the learning experience for the upcoming school-year.

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

Funds provided will assist with student incentives and special programs such as our annual Power Girls Luncheon Fundraiser. When funds are available, they will be utilized to fulfill teacher requests that align with PACE's Action Goals detailed in the School's Improvement Plan and request that will impact student learning. The SAC intends to fund requests that will increase student knowledge and skills relating to the Common Core Curriculum.

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

Yes

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

### 3. Literacy Leadership Team (LLT)

#### a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Hatcher, Saryn	Principal
Shadrick, Destani	Other
Goodin, Atiya	Other

#### b. Duties

##### **1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

Atiya Goodin, Academic Manager  
Berry Swedlow, Teacher  
April Carr, Teacher  
Janice Clifton, Teacher  
Kayla Stevens, Teacher  
Casey Duncan, Teacher

The LLT exists to facilitate and expand opportunities to increase literacy within core subject areas across the curriculum. Strategies are shared across the curriculum to improve literacy instruction in every classroom school wide. The LLT will focus on our bottom quartile of students and identify strengths and weaknesses of the students for the purposes of differentiation of instruction and teacher professional development. This committee will look at specific student data and will initiate individual academic plans for those students who are struggling to meet grade level/course expectations. These meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

In addition, the LLT as implemented a reading imitative - Drop Everything And Read (DEAR). DEAR takes place once weekly and requires that all students and staff member will read silently material of their choosing for 30 minutes to promote reading for pleasure and to increase knowledge.

#### **D. Public and Collaborative Teaching**

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

##### **1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

PACE Clay's Academic Team collaborates on the following levels:

- Course Content – Teachers work to coordinate lessons on different subjects to give the girls an interdisciplinary multifaceted learning environment.
- Preparing girls for testing – tutoring to help prepare for State testing requirements
- Care Review – collectively, the whole staff works together to ensure that the highest level of care is provided to girls in our program.
- Professional Development - teachers are presented with opportunities to attend teaching conferences and workshops together to enhance student achievement. New teachers are also paired with a veteran teacher mentor to help facilitate a smooth transition into teaching and PACE expectations.

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

PACE Clay pays a competitive salary to teachers. We currently have an Academic Team of teachers with diversified experience in the classroom. When reviewing credentials for new teacher candidates their level of expertise and their certifications are number one on our list. We have worked hard to retain teachers in by developing a system that allows them (as well as all staff) to have a Wellness Week in addition to their vacation time. We have also implemented a teacher retention program that allows classroom teachers to take one full month leave with pay after one year of service upon agreeing to stay with PACE for a another year.

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

Mentors available through relationship with School District of Clay County professional development program. Specialized services are available as requested through the school district liaison. Pairings are made based upon teacher training and experience.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.***

a. PACE, Clay curriculum is the Compass Odyssey Program. Compass Odyssey is approved by the CCSD and meets Florida standards.

b. The Renaissance STAR reading and math assessments are administered upon enrollment and then every 9 weeks to monitor student's academic progress. Individual Academic Plans are developed based on individual diagnostics.

i. All classes have a maximum teacher to student ratio of 1:12, which ensures individualized attention and small group instruction.

ii. Teachers apply integrated learning and collaborative instruction.

iii. The Academic Manager works with the academic team through Care Reviews and individual meetings to monitor implementation of strategies

iv. Updated STAR testing determines progress and effectiveness. Academic progress is a Key Performance Indicator for PACE Centers state-wide.

Administration monitors teacher's lesson plans and conducts walk-thrus and observations. Feedback is provided on how to improve instruction and align lessons based upon Florida Standards. Teachers are encouraged to consult the county-wide curriculum maps to facilitate classroom instructional planning.

#### **b. Instructional Strategies**

##### ***1. 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.***

PACE uses data to differentiate instruction when analyzing scores from the STAR Reading and Math Assessment as well as FSA and EOC achievement levels. This data is used to determine remediation options, small group instruction, tutoring needs and differentiated instruction to achieve mastery level of core concepts. Administration conducts Walk-throughs to ensure that teachers are utilizing data to drive instruction. Each teacher is aware of each students IEPs, 504 plans and ELL accommodations. Our compass based curriculum allows students the ability to re-mediate courses. Professional Development is offered to ensure that rigor is added to each lesson. Teachers will also use data to drive instruction through small-groups and creating focused groups to improve teaching and learning for all students.

**2. 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:** 15,000

Students continue enrollment as needed throughout the summer months not to exceed 15 months.

**Strategy Rationale**

Improved time on task is sometimes needed for students to fully manage personal social and academic requirements.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Hatcher, Saryn, slhatcher@oneclay.net

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

Data is collected informally and formally through observations of teachers and PACE staff members. On a weekly basis, we conduct meetings to discuss strengths and weaknesses, as well as, next steps. Using the data, we make sound instructional decisions to improve student performance.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

**a. PreK-12 Transition**

Transition planning begins at Intake. Starting with the Intake process, the Social Service Team and the Academic Team work with each girl and her parent/guardian to assess the girl's service needs and project a transition date. The girl's care plans are developed with these goals in mind. PACE staff members will discuss each's progress during Care Review to ensure she is achieving her care plan goals and moving towards transition. A projected transition date is determined and reviewed in accordance with the girl's individualized care plans and progression.

PACE provides one year of follow-up services for all girls enrolled in the program for 30 or more calendar days. Follow-up services help to support girls in continuing their education, obtaining employment, completing goals, or obtaining appropriate referral information. Additionally, PACE provides more in-depth Transition Services to girls according to their needs at the time of transition from the day program and as outlined in the Transition Care Plan. Conclusion of in-depth Transition Services is dictated by the time frames in the Transition Care Plan.

## **b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

### **b. College and Career Readiness**

- PACE Clay is developing relationships with local businesses, industry and community organizations to create opportunities for employment and awareness.
- PACE Clay hosted a "Reverse Job Shadowing" program and will continue to cultivate our relationship with Junior Achievement.
- PACE Clay will be collaborating with Saint Johns River State College to develop a program to provide resources and support for girls in college planning, readiness and the application process.
- Girls explore career options and develop resumes and interviewing skills via our Spirited Girls! curriculum.
- Each girl is enrolled in the program, Florida Ready to Work. Girls have the opportunity to earn working credentials through online coursework. Girls participate in quarterly resume workshops, job application workshops and interviewing workshops. Each girl is given information on available jobs in the area.

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

- PACE is partnered with Junior Achievement. Each girl participates in workshops concerning employment, entrepreneurship, branding and financial responsibility.
- PACE has each girl is enrolled in the program, Florida Ready to Work. Girls have the opportunity to earn working credentials through online coursework. Girls participate in quarterly resume workshops, job application workshops and interviewing workshops. Each girl is given information on available jobs in the area.
- PACE provides age appropriate girls with opportunity to learn work certification in areas of their interest.
- GED comprehensive services are available.

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

PACE's trademarked Spirited Girls Curriculum provides all of our students with the opportunity to explore college and career options through research, community guest speakers and college tours.

**4. 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.**

Student achievement is being integrated throughout all core courses and electives through

- a. cross-curricular teaching
- b. modeling
- c. collaborative learning environments
- d. hands on projects
- e. career explorations

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

### B. 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.

### C. Strategic Goals

## 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

 = Problem Solving Step    S123456 = Quick Key


## Strategic Goals Summary

- G1.**      Decrease Discipline Incidents by 10%
- G2.**      To increase Attendance for students that are below 90%
- G3.**      Increase the bottom quartile of student achievement on the Performance Matters quarterly district assessment by ten percent.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1. Decrease Discipline Incidents by 10%** 1a

 G086068

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	10.0

**Targeted Barriers to Achieving the Goal** 3

- Trauma Experienced, Disadvantaged Backgrounds, Access to Training

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Trauma informed Training, Implementation of Multi-tiered Positive Behavior Interventions and Support System (PBIS), Strength-based approach, Behavior Modification Therapy, Biweekly Counseling Sessions, Spirited Girls (Life Management) Course, Counselor, Therapist

**Plan to Monitor Progress Toward G1.** 8

PBIS Team will survey all staff in addition to the quarterly evaluation and analysis of behavior data

**Person Responsible**

Atiya Goodin

**Schedule**

Semiannually, from 10/3/2016 to 6/9/2017

**Evidence of Completion**

Survey data will be collected and analyzed by PBIS team and logged

**G2. To increase Attendance for students that are below 90%** 1a

G086069

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	10.0

**Targeted Barriers to Achieving the Goal** 3

- Distance to school

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- PACE provides daily transport to and from school by contracting with Clay transit.
- PACE Vans
- Counselors and Staff Members

**Plan to Monitor Progress Toward G2.** 8

Attendance will be tracked monthly with girl's counselor and discussed in care-review for all girls with attendance below 90%

**Person Responsible**

Atiya Goodin

**Schedule**

Monthly, from 8/15/2016 to 6/9/2017

**Evidence of Completion**

During care-review all attendance discussions are documented in girls file.

**Plan to Monitor Progress Toward G2.** 8

Daily Attendance will be monitored for all students

**Person Responsible**

Atiya Goodin

**Schedule**

Daily, from 8/15/2016 to 6/9/2017

**Evidence of Completion**

**G3.** Increase the bottom quartile of student achievement on the Performance Matters quarterly district assessment by ten percent. 1a

G086070

**Targets Supported** 1b

Indicator	Annual Target
ELA Achievement District Assessment	10.0

**Targeted Barriers to Achieving the Goal** 3

- Collaboration with other teachers

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Access to District Professional Development
- Reading strategies embedded in all lesson plans across the curriculum
- Reading Specialist

**Plan to Monitor Progress Toward G3.** 8

Academic Manager will monitor data chats and biweekly academic advising that teachers have with students as well as ensure that each students Individual Academic Plan is being completed and discussed on a quarterly basis.

**Person Responsible**

Atiya Goodin

**Schedule**

Quarterly, from 8/15/2016 to 6/9/2017

**Evidence of Completion**

Teachers must document each academic advising sessions that they have with their student as well as document the student's updated Individual Academic Plan on a Quarterly basis.

## 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.** Decrease Discipline Incidents by 10% **1**

 G086068

#### **G1.B1** Trauma Experienced, Disadvantaged Backgrounds, Access to Training **2**

 B228720

**G1.B1.S1** Implement the Multi-tiered Positive Behavior Interventions and Support System to create a safe environment for all students. Consistently use PACE's strength based approach to behavior modification. Provide trauma informed training to all staff members. **4**

 S241183

### Strategy Rationale

If all the above strategies are implemented and used consistently, students behaviors will change over time in a positive direction because they will have been taught the necessary behavior skills to be successful inside and outside of the center.

#### **Action Step 1** **5**

Develop a PBIS Team that meets monthly to review data

#### **Person Responsible**

Atiya Goodin

#### **Schedule**

Monthly, from 8/15/2016 to 6/9/2017

#### **Evidence of Completion**

Monthly attendance and sign in page by committee members

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

Quarterly Evaluation of implementation of PBIS system

**Person Responsible**

Atiya Goodin

**Schedule**

Quarterly, from 10/3/2016 to 6/9/2017

**Evidence of Completion**

Completion of Formal PBIS Evaluation Form

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

PBIS Team will analyze the number redirections, in-school reflections and out-of-school reflections monthly for a noticeable decrease in infractions

**Person Responsible**

Atiya Goodin


**Schedule**

Monthly, from 10/3/2016 to 6/9/2017

**Evidence of Completion**

Reports and logs documenting redirections, in-school reflections and out of school reflections will be printed and logged.


**G2. To increase Attendance for students that are below 90%** 1

 G086069

**G2.B1 Distance to school** 2

 B228721

**G2.B1.S1** Students are provided with bus transportation via Clay Transit to and from school with a bus stop no more than 2 miles from their homes. In emergency situations, students are able to be transported by staff in PACE vehicles. 4

 S241184

**Strategy Rationale**

If students' guardians are unable to transport them to and from school it reduces the likely that a student will miss school because of distance if transportation is provided.

**Action Step 1** 5

During intake plan girls daily arrival plan

**Person Responsible**

Atiya Goodin

**Schedule**

Daily, from 8/15/2016 to 6/9/2017

***Evidence of Completion***

Girl is added to the bus route with Clay Transit and documentation is provided

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

Girl's parents sign for transportation request

**Person Responsible**

Atiya Goodin

**Schedule**

Daily, from 8/15/2016 to 6/9/2017

***Evidence of Completion***

Girl's Cum Folder will contain transportation plan

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

Girl's attendance is monitored and discussed with parents and counselor

**Person Responsible**

**Schedule**

Monthly, from 8/15/2016 to 6/9/2017

**Evidence of Completion**

Documentation is included in the monthly parent contact report, if girl is not meeting desired attendance rate is placed on an attendance contract to maintain within the program.

**G3.** Increase the bottom quartile of student achievement on the Performance Matters quarterly district assessment by ten percent. 1

 G086070

**G3.B1** Collaboration with other teachers 2

 B228723

**G3.B1.S1** Data notebooks will be used to track student engagement and student work samples and lesson plans will be collected and reviewed. Classroom observations and Learning Walks will be conducted. 4

 S241185

**Strategy Rationale**

The more opportunities students are exposed to reading strategies across the curriculum the more their informational text skills will increase.

**Action Step 1 5**

Teachers provided professional development on how to implement reading strategies into their daily lessons

**Person Responsible**

Atiya Goodin

**Schedule**

Monthly, from 8/15/2016 to 6/9/2017

**Evidence of Completion**

Increase test scores on district assessment Performance Matters

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

Program Director and Academic Manager will conduct weekly progress checks teacher's lesson plans with corresponding reading strategies used

**Person Responsible**

Atiya Goodin

**Schedule**

Weekly, from 8/15/2016 to 6/9/2017

***Evidence of Completion***

Teachers will submit their weekly lesson plans to the Academic Manager

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

Evaluate District's Quarterly Performance Matters Assessment scores on each student

**Person Responsible**

Atiya Goodin

**Schedule**

On 6/9/2017

***Evidence of Completion***

Performance Matters scores will be logged and graphed to show improvement of student's skill

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.MA1 M321277	PBIS Team will survey all staff in addition to the quarterly evaluation and analysis of behavior...	Goodin, Atiya	10/3/2016	Survey data will be collected and analyzed by PBIS team and logged	6/9/2017 semiannually
G2.MA1 M321280	Attendance will be tracked monthly with girl's counselor and discussed in care-review for all girls...	Goodin, Atiya	8/15/2016	During care-review all attendance discussions are documented in girls file.	6/9/2017 monthly
G2.MA2 M321281	Daily Attendance will be monitored for all students	Goodin, Atiya	8/15/2016		6/9/2017 daily
G3.MA1 M321284	Academic Manager will monitor data chats and biweekly academic advising that teachers have with...	Goodin, Atiya	8/15/2016	Teachers must document each academic advising sessions that they have with their student as well as document the student's updated Individual Academic Plan on a Quarterly basis.	6/9/2017 quarterly
G1.B1.S1.MA1 M321275	PBIS Team will analyze the number redirections, in-school reflections and out-of-school reflections...	Goodin, Atiya	10/3/2016	Reports and logs documenting redirections, in-school reflections and out of school reflections will be printed and logged.	6/9/2017 monthly
G1.B1.S1.MA1 M321276	Quarterly Evaluation of implementation of PBIS system	Goodin, Atiya	10/3/2016	Completion of Formal PBIS Evaluation Form	6/9/2017 quarterly
G1.B1.S1.A1 A312167	Develop a PBIS Team that meets monthly to review data	Goodin, Atiya	8/15/2016	Monthly attendance and sign in page by committee members	6/9/2017 monthly
G2.B1.S1.MA1 M321278	Girl's attendance is monitored and discussed with parents and counselor		8/15/2016	Documentation is included in the monthly parent contact report, if girl is not meeting desired attendance rate is placed on an attendance contract to maintain within the program.	6/9/2017 monthly
G2.B1.S1.MA1 M321279	Girl's parents sign for transportation request	Goodin, Atiya	8/15/2016	Girl's Cum Folder will contain transportation plan	6/9/2017 daily
G2.B1.S1.A1 A312168	During intake plan girls daily arrival plan	Goodin, Atiya	8/15/2016	Girl is added to the bus route with Clay Transit and documentation is provided	6/9/2017 daily
G3.B1.S1.MA1 M321282	Evaluate District's Quarterly Performance Matters Assessment scores or each student	Goodin, Atiya	10/3/2016	Performance Matters scores will logged and graphed to show improvement of student's skill	6/9/2017 one-time
G3.B1.S1.MA1 M321283	Program Director and Academic Manager will conduct weekly progress checks teacher's lesson plans...	Goodin, Atiya	8/15/2016	Teachers will submit their weekly lesson plans to the Academic Manager	6/9/2017 weekly
G3.B1.S1.A1 A312169	Teachers provided professional development on how to implement reading strategies into their daily...	Goodin, Atiya	8/15/2016	Increase test scores on district assessment Performance Matters	6/9/2017 monthly

## V. Professional Development Opportunities

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

**G3.** Increase the bottom quartile of student achievement on the Performance Matters quarterly district assessment by ten percent.

### **G3.B1** Collaboration with other teachers

**G3.B1.S1** Data notebooks will be used to track student engagement and student work samples and lesson plans will be collected and reviewed. Classroom observations and Learning Walks will be conducted.

#### **PD Opportunity 1**

Teachers provided professional development on how to implement reading strategies into their daily lessons

##### **Facilitator**

District Specialist

##### **Participants**

All Teachers

##### **Schedule**

Monthly, from 8/15/2016 to 6/9/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Develop a PBIS Team that meets monthly to review data	\$0.00
2	G2.B1.S1.A1	During intake plan girls daily arrival plan	\$0.00
3	G3.B1.S1.A1	Teachers provided professional development on how to implement reading strategies into their daily lessons	\$0.00
Total:			\$0.00