

Orange County Public Schools

Pace Center For Girls



2017-18 Schoolwide Improvement Plan

Pace Center For Girls

728 GEAR LAKE AVE, Orlando, FL 32803

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	82%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Orange 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Pace Center For Girls

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

To lead our students to success with the support and involvement of families and the community.

b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

2. School Environment

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

PACE uses student surveys, data chats, parent/student interviews, team building activities, collaborative environment, celebrating cultural days, one on one meetings with students (bi-monthly with their advisors during their 7th period class, care review, and monthly parent contacts through emails, phone calls, parent conferences, and notes home.

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

PACE works to create positive relationships using a positive behavior support system, Safety training videos are provided for teachers, students and staff at the beginning of each school year, or as needed. Character education promotes positive behavior and teaches respect. In addition, students are given tools and skills during weekly counseling and group sessions.

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 utilizes behavior management strategies, a level system, and clear class rules to set behavioral expectations, minimize distractions and keep students engaged. In addition, the code of conduct is reviewed regularly with students through advising and counseling. This can be found in PACE's Plan of Action. All staff members have received a copy .

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.

PACE provides academic (IEP and 504 Plans) and social counseling, to include coaching on social life skills and collaboration with host agencies for mental health support. We utilize SAFE and community resources, such as employers for collaborative interaction, to support workplace skills as they relate to academic skills. Community resources are utilized to assist with character education and to give our students the skills and tools necessary to be productive citizens,

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

PACE monitors the following early warning indicators:

- Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspension, whether in school or out-of-school
- GPA below 2.0 grade point average
- Course Credits below state requirement per grade level
- Course failure in English Language Arts and Mathematics
- A score of Level 1 on FSA English Language Arts or Mathematics

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	6	11	13	6	3	39
One or more suspensions	0	0	0	0	0	0	0	0	1	5	5	0	0	11
Course failure in ELA or Math	0	0	0	0	0	0	0	0	5	12	12	2	3	34
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	4	5	5	0	0	14

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	6	11	12	2	3	34

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

The following includes intervention strategies that are provided to students who have exhibited one or more of the above warning indicators:

- Child study team for attendance and academics
- MTSS - provides monitoring and intervention implementation
- Weekly data discussion with students
- Credit retrieval using APEX or FLVS
- Parent communication using email, phone calls, notes home, parent conferences
- Standards based lesson planning based on formative assessments to target needs

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

PACE works at building positive relationships with families by:

- Increasing parental awareness of school events/initiatives through various media, for example, notices sent home with students, telephone contact, email, and notices mailed
- Creating a more flexible meeting schedule for parent conferences in order to work around parent work schedules and other conflicts
- Increasing teacher communication with parents regarding behavior, academic strengths, and areas for improvement

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.

PACE has built and sustained a partnership with stakeholders which has supported professional development, PI, SA which ultimately support student development and academic achievement. The below events take place in order to continue to foster ongoing relationships with partners and stimulate community engagement.

- Partners in Education
- IEP and ELL meetings
- Parent involvement activities
- School Advisory Committee
- Partnerships with host agencies
- Guest speakers
- OCPS Teach-In
- Education advocacy
- Home visits
- OCPS Expectation Graduation
- Mentorship programs
- Employment opportunities and other vocational services

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Tovine, William	Principal
	Administrative Support

b. Duties

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

The leadership team meets weekly to collaborate among many alternative education sites. Topics shared include leadership and other practices that are successful in areas that need to be improved. The leadership team uses the Continuous Improvement Model (CIM) to analyze data, determine

needs, implement intervention and acceleration, and adjust instruction as necessary. We engage in a monthly data cycle meeting with PLC representatives from many sites to include administrators, CRT, and Instructional Coaches followed by data meetings at each site including biweekly student data meetings.

Site representatives bring data on all student SIP goals to the principal's monthly data meeting. At these monthly meetings, the team evaluates assessments on reading, math, science, and writing performance for each student that including analyzing strengths and weaknesses. After identifying students area that need support, and intervention plan is developed to craft instructional methods and target assessments that help to improve and monitor academic skills. Individual leadership team members monitor the progress of students at their sites on a weekly basis while the team as a whole reviews monthly progress toward SIP goals. If interventions are not effective, the team problem solves and develops an amended intervention plan for the student.

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.

PACE's school leadership ensures the success of all students by setting clear goals using evidence-bases measurements. These measurements help shape the criteria used to make resource allocation decisions that warrant sustained funding for pedagogical priorities. Since resources are aligned with outcomes, PACE develops an instructional model parallel to the school and district goal, establishing non-negotiable goals for achievement and instruction, as well as organizing resources in a way to support the instructional model and improve student learning.

PACE school leadership coordinates tutoring services that support student achievement through collaboration with the district office. Entitlements from the Every Student Succeeds Act (ESSA) such as Title I Part A funding, allows school leadership to invest continuously in improving teacher quality and parental involvement. Title I Part D funded programs allow the hiring of supplemental positions to support the sites through programs such as before/after school tutoring, job training, supplies and materials required.. Title II Part A helps fund professional development opportunities for teachers. Wraparound services are also provided to all youth that are adjudicated, awaiting adjudication, or are classified as at-risk/high needs, including homeless services (Title X) under the McKinney-Vento Act. These programs are primarily managed by the administrative team, and compliance data managers and monitored internally on a weekly basis.

PACE school leadership promotes continuous use of multiple resources to generate ideas for problem-solving opportunities. Products of this process include the education embedded character curriculum and project-based learning to pique students' interests and maximizing academic time to support relevant career learning (i.e. remedial support) to support/enhance students overall academic performance.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
William Tovine	Principal
Lamont Lofton	Business/Community
Oswaldo Laracuenta	Education Support Employee
Janis Joslin Foskitt	Business/Community
Elizabeth Morales-Carrero	Education Support Employee
Deborah Johnson	Teacher
Tawanda Smith	Education Support Employee
Holly Wilson	Education Support Employee
Tammye Young	Education Support Employee
Dan Toffoli	Education Support Employee
Wanda Walker	Education Support Employee
Adasha Elmore	Education Support Employee
Erica Collins	Teacher
Rafaela Rivera	Education Support Employee
Lawana Raines	Parent
Renee Butts	Teacher
Theresa Culpepper	Education Support Employee
Holly Wilson	Teacher
Bonnie Morales	Parent
Charnetta Starr	Parent
Konosheka Williams	Parent
Tabitha Jackson	Parent
Luciana Edmond	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

1. Evaluation of last year's school improvement plan

School Advisory Council members and stake holders collaborate to review all data from previous year's School Improvement Plan. A sub-committee then meets and brings suggestions to the current year's goals. The committee as a whole participates in the evaluation and development of the plan.

b. Development of this school improvement plan

The SAC was an integral part of the development and approval of the SIP. SAC members were divided into sub-committees for data review and goal setting.

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

The SAC meets with the principal to ensure fair and aligned use of the school improvement funds and the general school's annual budget and plan.

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

Expenditures for SIP related activities included:

- Reading Budget: Substitutes for teachers to attend professional development \$2,000.00
- Mathematics Budget Substitutes for teachers to attend professional development \$1,000.00
- Science Budget: Substitutes for teachers to attend professional development and supplies/ equipment \$3,000.00
- Writing Budget: Substitutes for teachers to attend professional development \$1,000.00
- Stem Budget: Substitutes for teachers to attend professional development \$1,000.00
- Highly Qualified Mini Grants \$2,000.00
- Supplemental Reading Materials \$3,000.00

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
Tovine, William	Principal
	Administrative Support
Butts, Renee	Dean
Wiedman, Janet	Instructional Coach
Starr, Charnetta	Instructional Coach
Hardman, Tiffany	Instructional Coach
Schwartz, Mary Jo	Instructional Coach
Middleton, Beverly	Assistant Principal
Lebron, Maribel	Instructional Coach

b. Duties

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

The Literacy Leadership Team:

- Convenes weekly to plan, monitor, adjust, evaluate, and address school-based issues and activities.
- Teaches, models, and practices student-owned literacy strategies with evidence to foster independent

success: predication, clarification, visualization, asking questions, making connections, summation/synthesis, and evaluation.

Instructional Coaches:

- Support SIP goals through professional development
- Model lessons through instructional delivery

- Conduct Observations
- Facilitate reflective conversations
- Research and guide the implement scientifically-based curriculum, assessments and intervention approaches
- Disaggregate student data
- Provide assistance interpretation of data
- Assist teachers with implementation of differentiated instruction
- Maintain reflective logs which record data on implementation of SIP teacher capacity goals by instructional staff
- Meet monthly to analyze the data
- Make staff development decisions through the CIM process

Assistant Principal:

- Oversees the implementation of the district's vision and mission
- Ensures that effective school-based strategies and interventions are implemented, documented, and monitored to address the diverse needs of all students
- Guides and supports the school-based leadership team to develop research-based instructional strategies for faculty to impact student achievement through professional development
- Forms a partnership with all shareholders to communicate site based plans and activities

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

PACE encourages collaborative planning and instruction through Professional Learning Communities (PLCs); the use of Safari Montage to enable easy communication between teachers at separate sites; and curriculum rounds, in which the API curriculum resource teacher, and site coaches visits classrooms regularly to encourage and promote collaboration while providing instructional support. Additionally, all content area teachers have common planning. These planning periods are used for weekly site meetings, PLCs, and common planning sessions. Teachers collaborate on data, student achievement, curriculum, and planning lessons that are aligned with data results. Lesson preparation and instructional rounds are practiced across the curriculum in PLCs which gives our teachers the chance to observe and learn from their peers, as well as provide feedback on the lesson plan writing process and the implementation of common assessments.

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

PACE recruits, develops, and retains highly qualified teachers by:

- Providing training opportunities to assist teachers with professional growth development
- Seeking teachers with multiple certifications
- Involving stakeholders in the decision-making process
- Encourage input from teachers
- Creating a nurturing team-oriented school climate
- Providing instructional coaching for all teachers

Providing beginning teachers with a mentor program to offer instructional support

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

PACE teacher mentoring program include the following activities to support new teachers:

- Weekly observations and feedback
- Continuous coaching and modeling with the use of graphic organizers, technology, data chats, and differentiated instruction
- Bi-weekly meetings with mentees to discuss curriculum, procedures, and instructional strategies specific to their content areas

Lead teachers pairs with new teachers

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.

PACE incorporates OCPS' rigorous core curriculum adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are aligned to utilize the standards-based resources during daily instructional delivery.

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 the Florida Continuous Improvement Model and data analysis cycle to improve instruction and student learning. Several intervention strategies are in place to support differentiated instruction to meet the diverse needs of our student population are utilized, as indicated below:

- Weekly data discussions with students
 - Monthly principal data meetings to determine student progress
 - Daily use of rotational model in class settings
 - Ongoing use of gradual release model
 - Weekly instructional rounds conducted to assist teachers in acquiring different strategies
 - Daily academic support services in the areas of English and Mathematics
- Tutoring

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: Summer Program

Minutes added to school year: 9,000

PACE students are traditionally below grade level and behind in high school. We provide summer school opportunities for students to earn credit, in an effort to shorten the path towards high school graduation. Additionally, summer school provides credit retrieval opportunities to earn credits toward graduation.

Strategy Rationale

PACE students are typically behind in their graduation cohort and through summer school, students are awarded the opportunity to advance in their projected graduation schedule.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Oxendine, Mildred, mildred.oxendine@pacecenter.org

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

Student grades and credit retrieval completions will be to determine student progress toward graduation. Data is analyzed through the CIM data cycle process to determine the effectiveness of implemented enrichment to accelerate the curriculum.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Based on Students' Pupil Progression Plan, the Academic Manager advises students on their specific academic courses relative to their specific academic progression course relative to their specific grade level and cohort year. Counselor have designed a course checklist is designed to track course completion which is presented during the students' initial enrollment. Weekly academic counseling includes individual and group counseling sessions to discuss graduation requirements that are aligned with state benchmarks and Florida State Standards and assessments. When appropriate, counselors in accordance with IDEA standards identify differentiated delivery of ESE or ELL services based on student need. Students are given opportunities to discuss their academic plan along with their future interests in order for counselors to create an overall individual graduation plan.

The Academic Manager provides an individualized student framework as outlined in the Comprehensive Developmental Guidance Program that begins in 6th grade to prepare students with career and academic planning along with social and emotional connections which involve parents or guardians in the process. These career and academic goals are tracked each year and finalized before the end of the second semester of students' 8th grade year.

Once each student reaches high school, counselors provide guidelines and curricula that will enable them to complete individual graduation plans that will successfully prepare them for a seamless transition to relevant employment, further training, or post-secondary study by their senior year. The

framework of the guidance program shows relevance to the students' goal by meeting the core and elective course requirements as defined by the Florida's Bright Future's Scholarship program.

The Academic Manager offers an additional support system of opportunities for students to attend before or after-school tutoring, character development, career training and/or credit recovery as a result of their individual graduation/academic 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.

School counselors work with students to help guide them toward a career path that matches their skills and personal preferences, while providing academic guidance. School guidance counselors meet with students both in small groups and individually to discuss future plans, investigate careers, post secondary requirements, and help students seeking financial assistance. The counselors also arrange college and career tech visits, facilitate career and academic fairs, and arrange for students to speak with representatives from post secondary institutions during the school day. All students attend student/teacher advisory meetings to help build positive relationships with their peers and teachers. Various topics are emphasized by grade level to ensure each student's career courses are meaningful to them, now, in high school, and beyond.

Post-secondary planning begins at the time students are enrolled in school. The school counselor and career coach collaboratively work together to formulate an individual plan to prepare students for a successful transition. Some of the strategies used to advance college and career awareness include the following:

- Facilitate individual and small group sessions to discuss career opportunities and college interests
- Schedule interviews for students with local businesses for employment opportunities
- Arrange college and career visits
- Conduct college and career fairs
- Provide financial aid assistance
- Offer academic guidance
- Connect students with community-based programs for volunteer opportunities

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

Applied and integrated courses help students to see and understand the relevant relationships between academic and career/technical subjects and their futures. PACE Center's literacy vision is to develop competent, literate citizens who take ownership for personal goal setting and development in a competitive world. The Academic Manager provides a framework that assists students in choosing courses that meet high school graduation requirements. This meets Bright Futures Scholarship core and elective requirements, comprehensively aligns with the essential workforce skills and the US Department of Education Career Clusters. The Academic Manager meets with students and works with them to help guide them toward a career path that matches their skills and personal preferences, while providing academic guidance. The Academic Manager meets with students in small groups and individually to discuss future plans, investigate careers and post secondary requirements and helps students seeking financial assistance. The counselors also arrange college and career tech visits, facilitate career and academic fairs, and arrange for students to speak with representatives from post secondary institutions during the school day. All students attend student/teacher advisory meetings to help build positive relationships with their peers and teachers. Various topics are emphasized by grade level to ensure student course of study is more meaningful to them, now in high school and

beyond. Students on target for meeting the graduation requirement are given the opportunity to experience a curriculum with career influence which promotes positive outcome for future endeavors.

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

To measure student skills needed for college, all 9th and 10th grade student will take the PSAT to compete for the National Merit Scholarship. Eligible 11th grade students will take the PERT. Students have the opportunity to enroll in college preparatory courses during their senior year (Math for College Readiness and/or English IV. College Prep in areas indicated on PERT.

Counselors help students develop an individual graduation plan that takes into account the students' interests as well as educational and career plans.

During enrollment, some students are scheduled for a vocational course to prepare them with appropriate training to be competitive in the work force. Applied and integrated courses give students the exposure to relevant relationships between academic, career, and technical subjects that would serve as a link to their future endeavors.

Students are presented with a variety of career clusters as aligned with the Career and Technical Education program and the Florida Department of Education. This helps students to discover their interests and passion, and empowers them to make a good career choice. Some students are given an Interest Inventory to guide them through additional training, knowledge and skills. A partnership and relationship is built with community employers to support students seeking employment.

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.

To measure student skills needed for college, all 9th and 10th grade students will take the PSAT to compete for the National Merit Scholarship. Eligible students will take the PERT. Students in the 11th grade are encouraged to start researching and preparing to apply for scholarships at the appropriate time. Seniors are provided with SAT and ACT study guides and practice tests, and are exposed to and encouraged to apply for the various scholarships available to them.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Å§ 1114(b)(6).

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will increase student achievement by improving school attendance using the multi-tiered system of support: (Division Priority: Providing Empowering Environments)

- G2.** Students will demonstrate proficiency in English/Language Arts by reading and responding to complex text through evidence based writing across the curriculum. (Division Priority: Invest in Human Capital)

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. We will increase student achievement by improving school attendance using the multi-tiered system of support: (Division Priority: Providing Empowering Environments) 1a

G095549

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	20.0

Targeted Barriers to Achieving the Goal 3

- Students have a history of poor attendance which affects their academic performance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Child study team
- Attendance reports
- Lead Teacher
- Administrative Team
- Social Service Team
- IMS
- SMS

Plan to Monitor Progress Toward G1. 8

Student attendance data will be collected and used to demonstrate that the goal is being monitored and whether there is progress being made toward the selected students. Student academic performance will increase with the monitoring of student's attendance data.

Person Responsible

Mildred Oxendine

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Attendance reports, grades, student achievement data, and intervention plan results.

G2. Students will demonstrate proficiency in English/Language Arts by reading and responding to complex text through evidence based writing across the curriculum. (Division Priority: Invest in Human Capital) 1a

G095550

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	1.0

Targeted Barriers to Achieving the Goal 3

- Teachers have difficulty developing common assessments that are aligned to the standard.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy Leadership Team
- Instructional Framework
- IMS
- Deliberate practice process
- PLC's

Plan to Monitor Progress Toward G2. 8

Regular lesson plan checks, instructional rounds and classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards incorporating Marzano strategies.

Person Responsible

Mildred Oxendine

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Observation feedback, feedback from instructional rounds, feedback and minutes from professional development and formative, summative and program data will be reviewed.

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. We will increase student achievement by improving school attendance using the multi-tiered system of support: (Division Priority: Providing Empowering Environments) 1

G095549

G1.B1 Students have a history of poor attendance which affects their academic performance. 2

B257264

G1.B1.S1 The leadership team will implement a tracking process in order to monitor student's attendance more closely. 4

S272201

Strategy Rationale

Tracking student truancy will increase attendance rates.

Action Step 1 5

The leadership team will provide incentives for students who have good attendance records and provide interventions for students with high absences.

Person Responsible

Mildred Oxendine

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Attendance tracking procedures, attendance reports

Action Step 2 5

Attendance reports will be analyzed to identify students with five (5) or more absences. Student attendance will be monitored daily through tracking process.

Person Responsible

Mildred Oxendine

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Attendance tracking data, attendance reports

Action Step 3 5

Students with attendance issues will be contacted by counselors/interns

Person Responsible

Mildred Oxendine

Schedule

Daily, from 9/1/2017 to 6/1/2018

Evidence of Completion

Counselors/interns call and visitation logs

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

Person Responsible

Schedule

Evidence of Completion

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

Student's attendance data will be reviewed on a weekly basis to ensure that students are attending school regularly and on a timely basis. An incentive program will be implemented to promote good attendance.

Person Responsible

Mildred Oxendine

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Attendance tracking process, student attendance data and PLC meeting notes

G2. Students will demonstrate proficiency in English/Language Arts by reading and responding to complex text through evidence based writing across the curriculum. (Division Priority: Invest in Human Capital) **1**

 G095550

G2.B2 Teachers have difficulty developing common assessments that are aligned to the standard. **2**

 B257269

G2.B2.S1 Teachers will participate in PD on deconstructing the standards, while using the MTPs and other state/district resources to guide their planning process for common assessments. **4**

 S272205

Strategy Rationale

The need for teachers to become more familiar with the Florida standards and alignment to common assessments.

Action Step 1 **5**

Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process to include academic language and common assessment alignment.

Person Responsible

Mildred Oxendine

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agenda and attendance rosters

Action Step 2 **5**

The leadership team will conduct observations and provide teachers feedback as it relates to learning goals and scales aligned to the standards.

Person Responsible

Mildred Oxendine

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Coaching logs, lead teacher anecdotal records, administrative observations, curriculum round minutes and lesson plan reviews.

Action Step 3 5

Struggling teachers will be provided follow-up support through modeling and peer to peer observations.

Person Responsible

Mildred Oxendine

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Observation reports, comments, peer reflection logs

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Through observations, the leadership team will provide ongoing feedback regarding the design questions to ensure utilization of state standards throughout instructional delivery focusing on gradual release and rigorous academic language.

Person Responsible

Mildred Oxendine

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Observation data and feedback to teachers, coaching logs and lesson plan reviews will be monitored.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Through observations, the leadership team will provide ongoing feedback regarding the design questions to ensure utilization of state standards throughout instructional delivery focusing on gradual release and rigorous academic language.

Person Responsible

Mildred Oxendine

Schedule

Weekly, from 8/24/2017 to 6/8/2018

Evidence of Completion

Observation data and feedback and lesson plan reviews,

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1 M390951	[no content entered]		No Start Date		No End Date one-time
G1.MA1 M390954	Student attendance data will be collected and used to demonstrate that the goal is being monitored...	Oxendine, Mildred	8/14/2017	Attendance reports, grades, student achievement data, and intervention plan results.	6/1/2018 weekly
G2.MA1 M390959	Regular lesson plan checks, instructional rounds and classroom observations will verify that...	Oxendine, Mildred	8/14/2017	Observation feedback, feedback from instructional rounds, feedback and minutes from professional development and formative, summative and program data will be reviewed.	6/1/2018 monthly
G1.B1.S1.MA1 M390950	Student's attendance data will be reviewed on a weekly basis to ensure that students are attending...	Oxendine, Mildred	8/14/2017	Attendance tracking process, student attendance data and PLC meeting notes	6/1/2018 monthly
G1.B1.S1.A1 A365112	The leadership team will provide incentives for students who have good attendance records and...	Oxendine, Mildred	8/14/2017	Attendance tracking procedures, attendance reports	6/1/2018 weekly
G1.B1.S1.A2 A365113	Attendance reports will be analyzed to identify students with five (5) or more absences. Student...	Oxendine, Mildred	8/14/2017	Attendance tracking data, attendance reports	6/1/2018 biweekly
G1.B1.S1.A3 A365114	Students with attendance issues will be contacted by counselors/interns	Oxendine, Mildred	9/1/2017	Counselors/interns call and visitation logs	6/1/2018 daily
G2.B2.S1.MA1 M390958	Through observations, the leadership team will provide ongoing feedback regarding the design...	Oxendine, Mildred	8/21/2017	Observation data and feedback to teachers, coaching logs and lesson plan reviews will be monitored.	6/1/2018 weekly
G2.B2.S1.A1 A365120	Teachers will be provided PD on deconstructing the standards and using MTPs and other district and...	Oxendine, Mildred	8/14/2017	Agenda and attendance rosters	6/1/2018 monthly
G2.B2.S1.A2 A365121	The leadership team will conduct observations and provide teachers feedback as it relates to...	Oxendine, Mildred	8/14/2017	Coaching logs, lead teacher anecdotal records, administrative observations, curriculum round minutes and lesson plan reviews.	6/1/2018 monthly
G2.B2.S1.A3 A365122	Struggling teachers will be provided follow-up support through modeling and peer to peer...	Oxendine, Mildred	8/14/2017	Observation reports, comments, peer reflection logs	6/1/2018 weekly
G2.B2.S1.MA1 M390957	Through observations, the leadership team will provide ongoing feedback regarding the design...	Oxendine, Mildred	8/24/2017	Observation data and feedback and lesson plan reviews,	6/8/2018 weekly

V. Professional Development Opportunities

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

G2. Students will demonstrate proficiency in English/Language Arts by reading and responding to complex text through evidence based writing across the curriculum. (Division Priority: Invest in Human Capital)

G2.B2 Teachers have difficulty developing common assessments that are aligned to the standard.

G2.B2.S1 Teachers will participate in PD on deconstructing the standards, while using the MTPs and other state/district resources to guide their planning process for common assessments.

PD Opportunity 1

Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process to include academic language and common assessment alignment.

Facilitator

Participants

All instructional staff

Schedule

Monthly, from 8/14/2017 to 6/1/2018

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	The leadership team will provide incentives for students who have good attendance records and provide interventions for students with high absences.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		239-Other	1691 - Pace Center For Girls	Title I, Part A		\$500.00
			<i>Notes: Purchase on incentives.</i>			
2	G1.B1.S1.A2	Attendance reports will be analyzed to identify students with five (5) or more absences. Student attendance will be monitored daily through tracking process.				\$0.00
3	G1.B1.S1.A3	Students with attendance issues will be contacted by counselors/interns				\$0.00
4	G2.B2.S1.A1	Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process to include academic language and common assessment alignment.				\$0.00
5	G2.B2.S1.A2	The leadership team will conduct observations and provide teachers feedback as it relates to learning goals and scales aligned to the standards.				\$0.00
6	G2.B2.S1.A3	Struggling teachers will be provided follow-up support through modeling and peer to peer observations.				\$0.00
					Total:	\$500.00