

Marion County Public Schools

Pace Center For Girls, Inc.



2017-18 Schoolwide Improvement Plan

Pace Center For Girls, Inc.

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

[no web address on file]

School Demographics

School Type 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	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	62%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Marion 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, Inc.

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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.

PACE provides girls and young women an opportunity for a better future through education, counseling, training and advocacy.

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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.

The behavior management system is used to reward students following the 9 Values and Principals that PACE is built upon. When a student is acknowledged for following the values they are rewarded a bead for their necklace that also earns them points to use in the boutique or auction. Our Level system rewards students for behavior, volunteerism and meeting goals-each month. A ceremony is held with parent involvement monthly to recognize girls moving to the next level. Speeches are made by the advisor and counselor to acknowledge the positive growth that the students have shown. Each student is given a gift bag.

Chill passes are used for a student that needs to leave the class for a few minutes to regroup and return on task.

Dragon passes are used for students to leave class when feeling they might hurt themselves or others. The student visits their counselor to calm down and process what is happening

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

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.

Each girl that attends is assigned a counselor that helps provide behavioral and emotional support for the girl and their family. PACE supports the family by offering a resource room for parents that assists parents in learning about their child's emotional needs. Counselors do home visits and make recommendations for out of school counseling.

Large group counseling sessions are conducted at least twice monthly. Counseling groups for students that are "moms" are scheduled as needed. Small groups are addressed as situations arise with like needs. Family counselors visit the site and also offer needed services. Many mentors volunteer through our program helping girls job shadow, learn new skills or provide rewards.

Group presentations are made from community mental health providers. Spirited girls classes address social and emotional needs taught through the PACE curriculum model. Volunteers visit weekly to provide individual tutoring in all subjects. Currently our volunteer has promoted a math club assisting girls obtain basic math and working on EOC objectives. Tutoring is provided to students up to 5 years after leaving the program.

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.

Attendance is monitored daily for all students-goal of 80%.

Course failure in Language Arts/Math both with assessment data and course completions.

Level 1 scores on statewide assessments in LA and math.

On intake other indicators are factored in with mental health. SIQ is monitored for prevention.

Parent incarceration or DCF involvement.

Juvenile Justice sanctions are utilized for our early warning system.

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	1	6	11	4	9	4	35	
One or more suspensions	0	0	0	0	0	0	1	1	4	10	2	10	8	36	
Course failure in ELA or Math	0	0	0	0	0	0	1	1	9	12	3	11	9	46	
Level 1 on statewide assessment	0	0	0	0	0	0	1	0	2	4	1	5	3	16	

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	1	1	8	12	3	12	9	46

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

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

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

All parents are expected to engage actively in the education of their child. This will occur through the following:

1. New and returning student orientation
2. Monthly parent meetings
3. Level Ceremonies monthly
4. Parent/teacher conferences
5. Monthly parent newsletter
6. Personal call to all students that are not in attendance daily.

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.

School and community partnerships are necessary to maintain a positive school culture that fosters student achievement and aligns with school improvement. Organized systems assist administration and school leadership teams in making informed, data-driven decisions that will enhance the school climate and community impact--past, present and future. PACE Center for Girls engages with a variety of community partners ongoing.

1. Marion County Public Schools: contracted educational provider
2. Department of Juvenile Justice: service provider/oversight for prevention program, annual conferences and trainings.

3. United Way: Day of Caring (annually)
4. Local churches: donations of birthday cakes, personal hygiene items for the Point Store, quarterly craft days for student rewards.
5. Marion County Children's Alliance: sponsors guest speakers, advocate for our organization at monthly meetings.
6. CASA: Spirited Girls Teacher attends monthly meetings
7. Quit Doc: Smoking cessation classes
8. BRAZEN: Guest speakers in Spirited Girls classroom and annual rally
9. Personal Responsibility Education Program: Shari Gillam, guest speaker in Spirited Girls classroom.
10. The Centers: guest speakers in Spirited Girls classroom.
11. Center State Bank/Junior Achievement: guest teachers in Careers classroom, 8 week programs, 3 X annually.
12. Domestic Violence Shelter: Guest speaker in Spirited Girls classroom.
13. Other community supporters: MS and Leasing LLC, Kiwanis Club, Chili's, Women's Club of Ocala, Center State Bank, Regions Bank, and Children's Health of Ocala to name a few.

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
Savage, Carole	Principal
Busby, Ann	Other
Vollmer, Kimberly	Other
Williams, Julie	Other
Wutzler, Charli	Teacher, K-12

b. Duties

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

Carole Savage is the Executive Director supervising all aspects of PACE. She does budgeting and overseeing of personnel on the social and academic side. Ms. Savage leads board meetings and coordinates the community leaders with our school.

Ann Busby is the academic manager, which encompasses the roles of principal, guidance counselor, hiring manager, assistant principal and testing coordinator. Academic meetings are held weekly and are led by the Academic Manager. The management team provides monthly meetings for the full staff. Monthly teacher supervision meeting are held with teachers and sharing of concerns and ideas are shared. Teacher concerns are taken to meetings for group decision making with all aspects of the problems are discussed and resolved.

Kimberly Vollmer is the Program Director that oversees both the academic and program teams and provides the day to day oversight for the center.

Tara Buman, is our Social Services Manager that oversees our outreach, intake, day program and transition social service programs.

Julie Williams is the Business Manager that oversees new hire training, personnel files, purchase orders, inventory and our center budget.

Ms. Wutzler is the Reading teacher in the classroom that are involved in the day to day operations with the students. She offer suggestions about the hands on academic progress and needed changes as necessary.

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.

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

DJJ - funds to support daily operations.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Carole Savage	Principal
Kimberly Vollmer	Education Support Employee
Ann Busby	Education Support Employee
David Moore	Business/Community
Student A	Student
Student B	Student
Student C	Student
Charli Wutzler	Teacher
Christy Tawney	Business/Community
Parent of Student A	Parent
Parent of Student B	Parent
Parent of Student C	Parent
Britney Thrasher	Education Support Employee
Lakesha Colyer	Education Support Employee
Barbara Woodson	Business/Community
Tara Buman	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

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

The School Advisory Council met to review last years School Improvement Plan. The SAC looked at what worked, what did not work and what changes needed to be implemented for this upcoming school year. Feedback from instructional staff, parents, students and business/community members was included in this discussion. The SAC also meets quarterly to review efforts of our Positive Behavior Support Program and make changes as necessary.

b. Development of this school improvement plan

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

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

NA

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

NA

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
Busby, Ann	Assistant Principal
Wutzler, Charli	Teacher, K-12
Savage, Carole	Principal
Vollmer, Kimberly	Other

b. Duties

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

1. The team reviews progress monitoring data every 12 weeks and makes changes to reading groups.
 2. The team develops literacy goals for each student based on progress monitoring data and tracks data points bi-weekly towards goal completion.
 3. The team consults on school-wide initiatives to promote reading daily such as Drop Everything and Read (DEAR) time.
 4. Books and supplies are reviewed and lists of needed literacy products are made for future purchases.
- Books are purchased for families to start a library at home and parent reading materials are updated in the resource room.

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.

1. Teachers have common planning each afternoon.
2. Tuesdays involve "Care Review" when all staff meet to discuss students' needs and progress. Ideas are presented to improve instruction and/or behavior plan implementation.
3. Weekly team meetings are structured for teachers to share their areas of expertise and work collaboratively to improve their teaching skills and ultimately the academic performance of students. When working collaboratively across classrooms, teachers exchange strategies, resources, points of view, and ideas to support building a network of culturally responsive classrooms that contribute to a school wide system of supporting the success of all learners. PLCs are a big part of the induction process and maintaining a positive school culture at PACE. During these meetings teachers are able to learn from one another and grow together. The strength of collaboration comes from time structured for teachers to have meaningful discussions about improving their practice. This time is crucial for assisting teachers to come together to develop a curriculum that builds a strong culture of learning for the entire school.

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

PACE has very specific policies on the recruitment and employment of all staff. All job openings must be submitted by the hiring manager to HQ for posting approval. The job openings are posted to our organizational website, Employ Florida, national job search engines and regional post-secondary institutions. The interview process is lengthy. First a pre-screening questionnaire is sent to all prospects that meet the minimum requirements. The answers gained from those questionnaires help to narrow the candidate pool to those who will be interviewed. The first round of interviews is conducted by the hiring manager and other members of leadership. Candidates who move to the next phase are interviewed by other staff. Top contenders are then interviewed by students. Once a candidate is chosen, they are then put through a rigorous multi-pronged back ground screening due to the fact that we are a Florida Department of Juvenile Justice program. It is, at this time that, a candidate's references are verified. Once a candidate is cleared, an offer is made and a start date is set. The entire process can take up to 8 weeks.

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

An effective induction program must have well-defined objectives that reflect the needs of new employees and the specific philosophy of the organization. The universal objectives of an effective induction program include the following:

1. Making the employee feel welcome.
2. Helping the employee become a part of the team.
3. Inspiring and motivating the employee to seek excellence in their role.
4. Helping the employee adjust to the responsibilities.
5. Providing relevant information about the community, the school, it's staff and students for a better understanding of their new role.
6. Introducing the employee to others they will be working with.

At PACE Center for Girls our induction program would be considered a personal adjustment program as it is designed to help our new staff interact first and foremost with the girls but also with parents, other staff and the community at large. PACE Center for Girls' Organizational Development Training Department is dedicated to attracting, recruiting, and retaining a talented workforce. As an organization,

they believe that the keys to future productivity and job satisfaction are the proper onboarding, orientation and training of new employees. It is their goal that new employees will acquire the necessary knowledge, skills, and behaviors to become effective organizational members. This in turn leads to higher job satisfaction, better job performance, greater organizational commitment and reduction in occupational stress.

Each new employee receives a minimum of two weeks training prior to assuming their role and responsibilities. They are provided an outline of all trainings required in detail the first three days, the first 30 days, the first 60 days and prior to the end of their first 90 days. They are assigned a training ambassador who serves as their point person in all things related to their training and onboarding process. They are also assigned a buddy who is a colleague/peer mentor to help acclimate them to the center, to the team, and to ensure that they are made to feel welcome. This program is beneficial because it covers the bases of an effective mentoring program and assists traditional teachers in feeling comfortable and gaining confidence in teaching in a different educational environment. At PACE, all training ambassadors and buddies must be returning employees. The reason for this is to be able to provide new employees with meaningful personal experiences and site related information. Having prior experience at PACE will assist training ambassadors and buddies in helping beginning teachers develop his or her competencies, self-esteem, and sense of professionalism necessary to work with such diverse learning groups. Besides site experience, training ambassadors and buddies must participate in specific professional development programs such as Clinical Educators or others that are specific to learning how to be an effective mentor. Though PACE is a unique learning environment being that it is a Juvenile Justice program, there is still the aspect of teaching.

New teachers are expected, as is all staff and district teachers, to display a deep understanding of content and perform best practices. Some of the biggest areas teachers need adjustments in relation to their teaching are with classroom management, building student relationships, and differentiating instruction. Not always, but sometimes classroom management is an issue for those not use to working with students who are dealing with great personal challenges or issues outside of school. Being effective in classroom management will assist when issues arise. Building relationships with the students can assist in maintaining a positive learning environment and increasing student performance. Having an overall mentality that is displayed to the students of genuinely wanting them to succeed and do better for themselves can assist in creating motivation for students to want to make learning gains. To make learning gains in classrooms full of students at different levels requires differentiated instruction. The teacher is going to need to be able to think on their toes to make the most of their time. Resources will need to be readily available to use in the case that students need alternative instructional strategies or assistance in their pursuit to master content. Not like traditional classrooms that contain students with ESE or 504 accommodations and language barriers, at PACE the students may have this but, also, are all at completely different levels of learning. Therefore, to be successful in the classroom and to be able to differentiate instruction effectively one must plan for instruction that meets the needs of all of their students. For new teachers, this and all the other responsibilities can be a bit overwhelming, therefore, to assist teachers in what matters most, student performance, PACE has Professional Learning Communities (PLC).

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.

The PACE organization provides web conferences for all teaching staff to align with the standards. PACE provides STAR testing that not only gives testing scores, but also gives teachers lesson plans and activities that have the standards listed. Progress Monitoring Plans are developed for each

student that incorporate the standards. PACE teachers go to other PACE centers to communicate with teachers in the same discipline to share teaching strategies that align to the standards.

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.

STAR testing is provided to each student on the first day to determine reading level. STAR software then provides teachers the opportunity to group students in like groups to enable groups for differentiated instruction to take place. Progress monitoring plans are written based on the results of the STAR Reading and Math assessments, state assessment results and other pertinent information gained from student records. The plans include: a literacy, math and vocational goal with data point driven objectives that are monitored and updated bi-weekly. The STAR is given every 12 weeks and progress monitoring plans are updated at this same interval.

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: 12,600

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Busby, Ann, ann.busby@pacecenter.org

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

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

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.

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

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.

The students are scheduled daily in "advisee" class where students go over road maps of their classes completed and classes needed. Transition specialist comes to the school weekly to help assess students needs for future coursework and transitions back to high school.

Speakers from colleges address students.

Field trip to UF for law week are in place.

Business partners plan short large group assemblies.

Teachers volunteer to accompany students to the college night put on by the district.

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

To prepare students for college and career readiness, requires that the curriculum meets the needs of the students that we are serving where they are at and can take them where they need to go. It also requires schools to think outside the box and implement new instructional strategies and to utilize authentic assessments. It also requires school leaders to rethink school organization to emphasize personalization, collaboration and the integration of Career Technical Education and academic subjects through rigorous projects and work-based experiences in which students can apply and hone critical 21st century skills. To create a college and career focused school culture and ultimately impact at promise students and their post high school success, a complex program of mentoring, technology, campus visits, parent involvement, and tutoring must be implemented.

All students of PACE will participate in a Careers course. The Careers course utilizes an online curriculum, integration of Workplace Skills for the 21st Century software provided by our local Career Source office, Junior Achievement programs, local business men and women as guest speakers, college campus visits and job shadowing with local businesses. This is designed to help each student see the relevance between school coursework and real world application.

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

The careers teacher administers an interest survey to each student upon entry. Using those results and information gained from 1:1 conversations with the student, the career's teacher develops vocational goals and objectives that are monitored bi-weekly.

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.

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Develop and enhance quality educational/instructional programs to improve student achievement as measured by local and state assessments.

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. Develop and enhance quality educational/instructional programs to improve student achievement as measured by local and state assessments. 1a

 G096062

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	80.0
Algebra I EOC Pass Rate	80.0
FCAT 2.0 Science Proficiency	50.0
Math Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of prerequisite skills, background knowledge and prior experience with content
- Attendance
- Lack of motivation/engagement in learning

Resources Available to Help Reduce or Eliminate the Barriers 2

- On site social service counselors with 1:18 student/counselor ratio; biweekly counseling sessions, monthly parent contacts, quarterly home visits, daily attendance calls.
- Advisors: 1:12 student/teacher ratio; biweekly advising sessions with focus on progress monitoring plan goals.
- Competency based learning/individualized instruction
- Guidelines, agreements and contracts for academics, attendance and behavior
- Weekly Care Review meetings
- Tutoring

Plan to Monitor Progress Toward G1. 8

STAR Assessment Updates

Person Responsible

Ann Busby

Schedule

Quarterly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Diagnostic reports, master schedule changes, progress monitoring plans (goals and objectives)

Plan to Monitor Progress Toward G1. 8

Attendance Rates by student and center

Person Responsible

Kimberly Vollmer

Schedule

Monthly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Monthly Census reports, attendance guidelines, agreements and contracts for students

Plan to Monitor Progress Toward G1. 8

Student Engagement and Motivation

Person Responsible

Kimberly Vollmer

Schedule

Weekly, from 7/1/2018 to 7/1/2018

Evidence of Completion

Weekly Care Review meeting notes, academic and behavior guidelines, agreements, and contracts for students

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. Develop and enhance quality educational/instructional programs to improve student achievement as measured by local and state assessments. **1**

 G096062

G1.B1 Lack of prerequisite skills, background knowledge and prior experience with content **2**

 B258624

G1.B1.S1 Upon entry and at 12 week intervals, students will participate in local assessments to identify strengths and areas for growth in reading and math. **4**

 S273820

Strategy Rationale

To help teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions.

Action Step 1 **5**

Academic Manager will monitor to ensure that entry, interval and exit testing occurs and is documented.

Person Responsible

Ann Busby


Schedule

Daily, from 7/1/2017 to 6/30/2018

Evidence of Completion

STAR Diagnostic Reports, Academic Documentation Management Report, Test Entry Report, email communication

G1.B1.S2 Upon entry and at 12 week intervals, using the local assessment data, a progress monitoring plan will be developed to include literacy, math and vocational goals and objectives. 4

 S273821

Strategy Rationale

To help them identify students who are at risk academically and adjust instructional strategies to better meet these students' needs.

Action Step 1 5

Academic Manager will review all progress monitoring plans before submission to our progress monitoring software Efforts to Outcomes (ETO).

Person Responsible

Ann Busby

Schedule

Daily, from 7/1/2017 to 6/30/2018

Evidence of Completion

Academic Documentation Management Report, individual student progress monitoring plans

G1.B1.S3 Every 14 days, student will meet with advisor to review progress monitoring plan, their progress towards meeting their goals and objectives and action plan. 4

 S273822

Strategy Rationale

To ensure that the students are aware of their own progress and to ensure that the rate of progress is able to be maintained to meet the identified goals and objectives by the target date set.

Action Step 1 5

Academic Manager will monitor the documentation compliance.

Person Responsible

Ann Busby

Schedule

Biweekly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Academic Documentation Report, Progress Monitoring Plans

G1.B2 Attendance 2

 B258625

G1.B2.S1 Students who are not present by the beginning of first period will receive an attendance call to their parent or guardian by their assigned counselor to document the reason for the absence or tardy. 4

 S273823

Strategy Rationale

To ensure that the parent or guardian is aware of the absence and to increase parent engagement.

Action Step 1 5

Program Director will monitor compliance and documentation of daily attendance calls by the counselors.

Person Responsible

Kimberly Vollmer

Schedule

Daily, from 7/1/2017 to 6/30/2018

Evidence of Completion

Attendance Note Reports

G1.B2.S2 Students whose monthly attendance falls below 85% will be placed on attendance guidelines and reviewed monthly for improvement. 4

 S273824

Strategy Rationale

To provide students and parents/guardians with the resources/support to improve attendance and increase engagement.

Action Step 1 5

Program Director will monitor the monthly census reports, care review team notes and documentation compliance by the counselors.

Person Responsible

Kimberly Vollmer

Schedule

Monthly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Monthly Census Report, Attendance Note Report, Care Review Notes

G1.B2.S3 Students whose monthly attendance falls below 75% will be placed on an attendance agreement and reviewed monthly for improvement. 4

 S273825

Strategy Rationale

To provide students and parents/guardians with the resources/support to improve attendance and increase engagement.

Action Step 1 5

Program Director will monitor the monthly census reports, care review team notes and documentation compliance

Person Responsible

Kimberly Vollmer


Schedule

Monthly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Monthly Census Reports, Attendance Note Reports, Care Review Notes

G1.B2.S4 Students whose monthly attendance falls below 65% will be placed on a attendance contract and reviewed monthly for improvement. 4

 S273826

Strategy Rationale

To provide students and parents/guardians with the resources/support to improve attendance and increase engagement.

Action Step 1 5

Program Director will monitor the monthly census reports, care review team notes and documentation compliance

Person Responsible

Kimberly Vollmer

Schedule

Monthly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Monthly Census Reports, Attendance Notes, Care Review Notes

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

Person Responsible

Schedule

Evidence of Completion

G1.B2.S5 Students whose monthly attendance is 90% or higher will participate in an attendance party with counselors. 4

 S273827

Strategy Rationale

To engage students with a positive approach to maximize academic and social behavior outcomes.

Action Step 1 5

Program Director will monitor the monthly census reports and coordinate with the counselors to implement the incentive

Person Responsible

Kimberly Vollmer

Schedule

Monthly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Monthly Census Reports

Plan to Monitor Fidelity of Implementation of G1.B2.S5 6

Person Responsible

Schedule

Evidence of Completion

G1.B2.S6 Students whose monthly attendance is 100% or higher will be recognized at our monthly award ceremony and their name placed in a drawing for prizes. 4

 S273828

Strategy Rationale

To engage students with a positive approach to maximize academic and social behavior outcomes.

Action Step 1 5

Program Director will monitor the monthly census reports and coordinate with the counselors to implement the incentive

Person Responsible

Kimberly Vollmer

Schedule

Monthly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Monthly Census Reports, Attendance Note Reports, Care Review Notes

G1.B4 Lack of motivation/engagement in learning **2**

 B258627

G1.B4.S1 Students academic progress is tracked weekly, communicated with both student and parent and discussed with Care Review team monthly. **4**

 S273829

Strategy Rationale

To use student performance data to continually evaluate the effectiveness of strategies and make more informed decisions.

Action Step 1 **5**

Academic Manager will monitor the documentation compliance for weekly Academic Progress Reports

Person Responsible

Ann Busby

Schedule

Weekly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Academic Progress Report spreadsheet, Care Review Notes

G1.B4.S2 Students earn points daily for being on-task, completing assignments and being respectful. Students use these points to purchase items from our Point Boutique bi-monthly. 4

S273830

Strategy Rationale

To adopt and organize evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

Action Step 1 5

Academic Manager will monitor the implementation of point cards and point store shopping.

Person Responsible

Ann Busby

Schedule

Weekly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Advisor point card spreadsheet, email communication and attendance

G1.B4.S3 Students who are on track in all subject areas each week participate in an activity designed to recognize and reward them for their accomplishment. 4

S273831

Strategy Rationale

To adopt and organize evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

Action Step 1 5

Academic Manager will monitor documentation and activity implementation

Person Responsible

Ann Busby

Schedule

Weekly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Academic Progress Report spreadsheet, Care Review Notes, email communications

G1.B4.S4 Students are recognized by peers and staff daily during morning meeting for exhibiting one or more of our nine values and principles. The presenter (staff or student) identifies the principle and how the student demonstrated it with specific details. 4

 S273832

Strategy Rationale

To adopt and organize evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

Action Step 1 5

Academic Manager will monitor the morning meeting structure to ensure the inclusion of recognizing how PACE values and principles are exhibited by staff and students.

Person Responsible

Ann Busby

Schedule

Daily, from 7/1/2017 to 6/30/2018

Evidence of Completion

Agenda

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.B2.S4.MA1 M394599	[no content entered]		No Start Date		No End Date one-time
G1.B2.S5.MA1 M394600	[no content entered]		No Start Date		No End Date one-time
G1.MA1 M394601	STAR Assessment Updates	Busby, Ann	7/1/2017	Diagnostic reports, master schedule changes, progress monitoring plans (goals and objectives)	6/30/2018 quarterly
G1.MA2 M394602	Attendance Rates by student and center	Vollmer, Kimberly	7/1/2017	Monthly Census reports, attendance guidelines, agreements and contracts for students	6/30/2018 monthly
G1.B1.S1.A1 A367660	Academic Manager will monitor to ensure that entry, interval and exit testing occurs and is...	Busby, Ann	7/1/2017	STAR Diagnostic Reports, Academic Documentation Management Report, Test Entry Report, email communication	6/30/2018 daily
G1.B2.S1.A1 A367663	Program Director will monitor compliance and documentation of daily attendance calls by the...	Vollmer, Kimberly	7/1/2017	Attendance Note Reports	6/30/2018 daily
G1.B4.S1.A1 A367669	Academic Manager will monitor the documentation compliance for weekly Academic Progress Reports	Busby, Ann	7/1/2017	Academic Progress Report spreadsheet, Care Review Notes	6/30/2018 weekly
G1.B1.S2.A1 A367661	Academic Manager will review all progress monitoring plans before submission to our progress...	Busby, Ann	7/1/2017	Academic Documentation Management Report, individual student progress monitoring plans	6/30/2018 daily
G1.B2.S2.A1 A367664	Program Director will monitor the monthly census reports, care review team notes and documentation...	Vollmer, Kimberly	7/1/2017	Monthly Census Report, Attendance Note Report, Care Review Notes	6/30/2018 monthly
G1.B4.S2.A1 A367670	Academic Manager will monitor the implementation of point cards and point store shopping.	Busby, Ann	7/1/2017	Advisor point card spreadsheet, email communication and attendance	6/30/2018 weekly
G1.B1.S3.A1 A367662	Academic Manager will monitor the documentation compliance.	Busby, Ann	7/1/2017	Academic Documentation Report, Progress Monitoring Plans	6/30/2018 biweekly
G1.B2.S3.A1 A367665	Program Director will monitor the monthly census reports, care review team notes and documentation...	Vollmer, Kimberly	7/1/2017	Monthly Census Reports, Attendance Note Reports, Care Review Notes	6/30/2018 monthly
G1.B4.S3.A1 A367671	Academic Manager will monitor documentation and activity implementation	Busby, Ann	7/1/2017	Academic Progress Report spreadsheet, Care Review Notes, email communications	6/30/2018 weekly
G1.B2.S4.A1 A367666	Program Director will monitor the monthly census reports, care review team notes and documentation...	Vollmer, Kimberly	7/1/2017	Monthly Census Reports, Attendance Notes, Care Review Notes	6/30/2018 monthly
G1.B4.S4.A1 A367672	Academic Manager will monitor the morning meeting structure to ensure the inclusion of recognizing...	Busby, Ann	7/1/2017	Agenda	6/30/2018 daily
G1.B2.S5.A1 A367667	Program Director will monitor the monthly census reports and coordinate with the counselors to...	Vollmer, Kimberly	7/1/2017	Monthly Census Reports	6/30/2018 monthly
G1.B2.S6.A1 A367668	Program Director will monitor the monthly census reports and coordinate with the counselors to...	Vollmer, Kimberly	7/1/2017	Monthly Census Reports, Attendance Note Reports, Care Review Notes	6/30/2018 monthly
G1.MA3 M394603	Student Engagement and Motivation	Vollmer, Kimberly	7/1/2018	Weekly Care Review meeting notes, academic and behavior guidelines, agreements, and contracts for students	7/1/2018 weekly

V. Professional Development Opportunities

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

G1. Develop and enhance quality educational/instructional programs to improve student achievement as measured by local and state assessments.

G1.B1 Lack of prerequisite skills, background knowledge and prior experience with content

G1.B1.S2 Upon entry and at 12 week intervals, using the local assessment data, a progress monitoring plan will be developed to include literacy, math and vocational goals and objectives.

PD Opportunity 1

Academic Manager will review all progress monitoring plans before submission to our progress monitoring software Efforts to Outcomes (ETO).

Facilitator

PACE Center for Girls, Matthew McKibben Senior Executive Director of Education

Participants

Academic Team

Schedule

Daily, from 7/1/2017 to 6/30/2018

G1.B1.S3 Every 14 days, student will meet with advisor to review progress monitoring plan, their progress towards meeting their goals and objectives and action plan.

PD Opportunity 1

Academic Manager will monitor the documentation compliance.

Facilitator

PACE Center for Girls, Ann Busby

Participants

Academic Team

Schedule

Biweekly, from 7/1/2017 to 6/30/2018

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	Academic Manager will monitor to ensure that entry, interval and exit testing occurs and is documented.				\$0.00
2	G1.B1.S2.A1	Academic Manager will review all progress monitoring plans before submission to our progress monitoring software Efforts to Outcomes (ETO).				\$0.00
3	G1.B1.S3.A1	Academic Manager will monitor the documentation compliance.				\$0.00
4	G1.B2.S1.A1	Program Director will monitor compliance and documentation of daily attendance calls by the counselors.				\$0.00
5	G1.B2.S2.A1	Program Director will monitor the monthly census reports, care review team notes and documentation compliance by the counselors.				\$0.00
6	G1.B2.S3.A1	Program Director will monitor the monthly census reports, care review team notes and documentation compliance				\$0.00
7	G1.B2.S4.A1	Program Director will monitor the monthly census reports, care review team notes and documentation compliance				\$0.00
8	G1.B2.S5.A1	Program Director will monitor the monthly census reports and coordinate with the counselors to implement the incentive				\$0.00
9	G1.B2.S6.A1	Program Director will monitor the monthly census reports and coordinate with the counselors to implement the incentive				\$0.00
10	G1.B4.S1.A1	Academic Manager will monitor the documentation compliance for weekly Academic Progress Reports				\$0.00
11	G1.B4.S2.A1	Academic Manager will monitor the implementation of point cards and point store shopping.				\$0.00
12	G1.B4.S3.A1	Academic Manager will monitor documentation and activity implementation				\$0.00
13	G1.B4.S4.A1	Academic Manager will monitor the morning meeting structure to ensure the inclusion of recognizing how PACE values and principles are exhibited by staff and students.				\$11,527.24
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	9734 - Pace Center For Girls, Inc.	Title, I Part D		\$11,252.50
			Notes: Edmuntem Plate Courseware - 25 licenses			
	5100	510-Supplies	9734 - Pace Center For Girls, Inc.	Title, I Part D		\$274.74
			Notes: Copy paper			
Total:						\$11,527.24