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## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Pace Center For Girls, Inc.  
1601 NE 25TH AVE STE 302  
Ocala, FL 34470  
352-369-0571

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### School Demographics

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<b>School Type</b> High School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> <i>[Data Not Available]</i>
<b>Alternative/ESE Center</b> Yes	<b>Charter School</b> No	<b>Minority Rate</b> <i>[Data Not Available]</i>

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### School Grades History

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### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Pace Center For Girls, Inc.

##### Principal

Carole Savage

##### School Advisory Council chair

NA

#### Names and position titles of the School-Based Leadership Team (SBLT)

##### Name

##### Title

NA

#### District-Level Information

##### District

Marion

##### Superintendent

Mr. George D Tomy

##### Date of school board approval of SIP

11/12/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

There is no SAC. PACE has a Coordinating Board that provides outside resources.

#### Involvement of the SAC in the development of the SIP

NA

#### Activities of the SAC for the upcoming school year

NA

#### Projected use of school improvement funds, including the amount allocated to each project

NA

#### Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

#### If not in compliance, describe the measures being taken to comply with SAC requirements

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators****# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Administrator Information:****Carole Savage**

Principal

Years as Administrator: 15

Years at Current School: 2

**Credentials**

BA in Sociology  
Professional in Human Resource Development  
Certified Additions  
Professional

**Performance Record**

PACE is not a Differentiated Accountability School so a school grade cannot be provided.

**Terri Day**

Asst Principal

Years as Administrator: 0

Years at Current School: 0

**Credentials**

National Board Certified Teacher  
MS Ed. Specific Learning Disability  
BS in Ed. Mentally Handicapped  
Educational Leadership Certificate  
ESOL endorsed

**Performance Record**

PACE is not a Differentiated Accountability School so s school grade cannot be provided.

**Classroom Teachers****# of classroom teachers**

6

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**# Highly Qualified Teachers**

100%

**# certified in-field**

6, 100%

**# ESOL endorsed**

1, 17%

**# reading endorsed**

1, 17%

**# with advanced degrees**

1, 17%

**# National Board Certified**

0, 0%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

2, 33%

**# with 6-14 years of experience**

4, 67%

**# with 15 or more years of experience**

0, 0%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Academic Manager Terri Day will provide staff development to current teachers.  
Academic Manager will recruit through PACE On-Boarding process.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

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

**Every Teacher Contributes to Reading Instruction****How the school ensures every teacher contributes to the reading improvement of every student**

Reading strategies are across all areas of our curriculum during every period. To ensure that literacy strategies are provided teachers are involved in a year long process - Common Core Black Belt that provides every teacher with lessons and strategies to incorporate reading throughout the school.

**College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

All students of PACE will participate in a career planning portion of the Spirited Girls Class. This is designed to help each student see the relevance between school coursework and real world application.

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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.

**Strategies for improving student readiness for the public postsecondary level**

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



## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 5: Science, Technology, Engineering, and Mathematics (STEM)

#### All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		1
Participation in STEM-related experiences provided for students	57	100%	100%

### Area 8: Early Warning Systems

#### High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	15	25%	0%
Students in ninth grade with one or more absences within the first 20 days	8	13%	0%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	18	60%	0%
Students who fail to progress on-time to tenth grade	4	7%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

### Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Parental involvement targets for the school

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. Open House
3. Level Ceremonies monthly
4. Parent/teacher conferences

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
All parents	45	75%	100%

## Goals Summary

- G1.** The number of parents/guardians actively involved in school activities will increase.
- G2.** To increase the number of students scoring at a level 3 and/or above on EOC in Biology.
- G3.** Goal #1: To increase the number of students scoring at 299 and/or above on EOC in Mathematics
- G4.** To increase the number of students scoring at Level 3 and/or above on FCAT2.0 in Reading

## Goals Detail

**G1.** The number of parents/guardians actively involved in school activities will increase.

### Targets Supported

- Parental Involvement

### Resources Available to Support the Goal

- open house opportunities, parent teacher conferences, parent trainings

### Targeted Barriers to Achieving the Goal

- transportation, scheduling of parent involvement activities, school climate.

### Plan to Monitor Progress Toward the Goal

Looking at data from the survey

### Person or Persons Responsible

Academic and Social Service Manager

### Target Dates or Schedule:

on-going

### Evidence of Completion:

survey data

**G2.** To increase the number of students scoring at a level 3 and/or above on EOC in Biology.

### Targets Supported

- Science
- Science - High School
- Science - Biology 1 EOC

### Resources Available to Support the Goal

- STAR, Reading Para, Allie Reading Software, Scholastic Magazine, Title I D Funds

### Targeted Barriers to Achieving the Goal

- Low reading levels, student engagement, attendance, behavior.

### Plan to Monitor Progress Toward the Goal

#### Monthly Progress Monitoring

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Signed documentation from staff and parents. Review monthly grades and assessment data for improvement.

### G3. Goal #1: To increase the number of students scoring at 299 and/or above on EOC in Mathematics

**Targets Supported**

- Math (High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

**Resources Available to Support the Goal**

- STAR, Reading Para, Allie Reading Software, Scholastic Magazine, Title I D Funds

**Targeted Barriers to Achieving the Goal**

- Low math levels, student engagement, attendance, behavior

### Plan to Monitor Progress Toward the Goal

#### Monthly Progress Monitoring

**Person or Persons Responsible**

All Staff

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Signed documentation from staff and parents. Review monthly grades and assessment data for improvement.

### G4. To increase the number of students scoring at Level 3 and/or above on FCAT2.0 in Reading

**Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains, Postsecondary Readiness)

**Resources Available to Support the Goal**

- STAR, Reading Para, Allie Reading Software, Scholastic Magazine, Title I D Funds

**Targeted Barriers to Achieving the Goal**

- Low reading levels, student engagement, attendance, behavior

## Plan to Monitor Progress Toward the Goal

Monthly Progress Monitoring

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Signed documentation from staff and parents. Review monthly grades and assessment data for improvement.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The number of parents/guardians actively involved in school activities will increase.

**G1.B1** transportation, scheduling of parent involvement activities, school climate.

**G1.B1.S1** Survey parents to better understand the barriers that limit their participation.

### Action Step 1

Administration, teachers, and counselors will develop parent participation survey.

#### Person or Persons Responsible

Academic and Social Services Manager

#### Target Dates or Schedule

December 2013

#### Evidence of Completion

Parent Participation Survey

#### Facilitator:

Academic and Social Services Manager

#### Participants:

All staff

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

Ensuring that all parents complete the survey.

#### Person or Persons Responsible

Academic and Social Services Manager

#### Target Dates or Schedule

December 2013 and Jan. 2014

#### Evidence of Completion

Completed surveys.

### Plan to Monitor Effectiveness of G1.B1.S1

Increased number of parents participating in parent involvement activities.

**Person or Persons Responsible**

Academic Manager and Social Services Manager

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Parent Sign in Sheets.

**G2.** To increase the number of students scoring at a level 3 and/or above on EOC in Biology.

**G2.B1** Low reading levels, student engagement, attendance, behavior.

**G2.B1.S1** Implement a Positive/Strength based Support System school-wide.

**Action Step 1**

Students will be assigned an academic advisor and a mental health counselor.

**Person or Persons Responsible**

Academic Manager and Social Services Manager

**Target Dates or Schedule**

Upon enrollment

**Evidence of Completion**

Student Schedule

**Facilitator:**

Academic Manager

**Participants:**

Teachers

### Plan to Monitor Fidelity of Implementation of G2.B1.S1

Conference with teachers

**Person or Persons Responsible**

Academic Manager

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Efforts to Outcome Software Program and Monthly Development Plan Review.

### Plan to Monitor Effectiveness of G2.B1.S1

CARE review

**Person or Persons Responsible**

All Staff

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Efforts-to-Outcomes Report (data)



**G3. Goal #1: To increase the number of students scoring at 299 and/or above on EOC in Mathematics**

**G3.B1 Low math levels, student engagement, attendance, behavior**

**G3.B1.S1 Implement a Positive/Strength-based Support System school-wide**

**Action Step 1**

Students will be assigned an academic advisor and a mental health counselor.

**Person or Persons Responsible**

Academic Manager and Social Services Manager

**Target Dates or Schedule**

Upon Enrollment

**Evidence of Completion**

Student Schedule

**Facilitator:**

Academic Manager

**Participants:**

Teachers

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

Conferences with teachers

**Person or Persons Responsible**

Academic Manager

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Efforts to Outcome Software Program and Monthly Development Plan Review

## Plan to Monitor Effectiveness of G3.B1.S1

CARE Review

### Person or Persons Responsible

All Staff

### Target Dates or Schedule

Weekly

### Evidence of Completion

Efforts-to-Outcomes Report (data).

**G4.** To increase the number of students scoring at Level 3 and/or above on FCAT2.0 in Reading

**G4.B1** Low reading levels, student engagement, attendance, behavior

**G4.B1.S1** Implement a Positive/Strength-based Support System school-wide

### Action Step 1

Students will be assigned an academic advisor and a mental health counselor.

### Person or Persons Responsible

Academic Manager and Social Services Manager

### Target Dates or Schedule

Upon enrollment of a student into the program.

### Evidence of Completion

Student Schedule

### Facilitator:

Academic Manager

### Participants:

Teachers

### **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Conferences with teachers

**Person or Persons Responsible**

Academic Manager

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Efforts to Outcome Software Program and Monthly Development Plan Review

### **Plan to Monitor Effectiveness of G4.B1.S1**

CARE Review

**Person or Persons Responsible**

All Staff

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Efforts-to-Outcomes Report (data).

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** The number of parents/guardians actively involved in school activities will increase.

**G1.B1** transportation, scheduling of parent involvement activities, school climate.

**G1.B1.S1** Survey parents to better understand the barriers that limit their participation.

### PD Opportunity 1

Administration, teachers, and counselors will develop parent participation survey.

#### Facilitator

Academic and Social Services Manager

#### Participants

All staff

#### Target Dates or Schedule

December 2013

#### Evidence of Completion

Parent Participation Survey

**G2.** To increase the number of students scoring at a level 3 and/or above on EOC in Biology.

**G2.B1** Low reading levels, student engagement, attendance, behavior.

**G2.B1.S1** Implement a Positive/Strength based Support System school-wide.

**PD Opportunity 1**

Students will be assigned an academic advisor and a mental health counselor.

**Facilitator**

Academic Manager

**Participants**

Teachers

**Target Dates or Schedule**

Upon enrollment

**Evidence of Completion**

Student Schedule

**G3.** Goal #1: To increase the number of students scoring at 299 and/or above on EOC in Mathematics

**G3.B1** Low math levels, student engagement, attendance, behavior

**G3.B1.S1** Implement a Positive/Strength-based Support System school-wide

**PD Opportunity 1**

Students will be assigned an academic advisor and a mental health counselor.

**Facilitator**

Academic Manager

**Participants**

Teachers

**Target Dates or Schedule**

Upon Enrollment

**Evidence of Completion**

Student Schedule

**G4.** To increase the number of students scoring at Level 3 and/or above on FCAT2.0 in Reading

**G4.B1** Low reading levels, student engagement, attendance, behavior

**G4.B1.S1** Implement a Positive/Strength-based Support System school-wide

**PD Opportunity 1**

Students will be assigned an academic advisor and a mental health counselor.

**Facilitator**

Academic Manager

**Participants**

Teachers

**Target Dates or Schedule**

Upon enrollment of a student into the program.

**Evidence of Completion**

Student Schedule