

# Pace Center For Girls, Treasure Coast



2014-15 School Improvement Plan

## Pace Center For Girls, Treasure Coast

3651 VIRGINIA AVE, Fort Pierce, FL 34981

[ no web address on file ]

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

%

### School Grades History

**Year**

**Grade**

### School Board Approval

This plan is pending approval by the St. Lucie County School Board.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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 resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

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

#### School Environment

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

At PACE, the academic and social services teams work collaboratively to foster positive relationships between the girls and staff members while providing seamless, integrated services. As a result, staff members are responsive to cultural differences and socio-emotional concerns.

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

The foundation of PACE is the gender-responsive culture, providing a safe environment that celebrates girls, services that take into account how girls learn and develop, and staff that understand the lives of girls and can respond to their strengths and challenges.

##### **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 maximum student to teacher ratio is 14:1, which provides opportunities for small group and individualized instruction during the school day. A point sheet and reward system is utilized for all girls, and counselors provide support for any behavioral issues which might emerge in the classroom. Each girl works collaboratively with her counselor to establish behavioral goals and assess progress toward meeting them.

Behavioral expectations are reinforced daily, at breakfast, lunch, and in the classroom. PACE Treasure Coast follows the Code of Conduct for Saint Lucie County Public Schools for disciplinary incidents.

##### **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**

At PACE, social-emotional support is infused throughout the academic day. In addition to benefiting from the "Spirited Girls!" life management curriculum, students are permitted to see their counselors upon request, and participate in goal setting and ongoing progress monitoring meetings every two weeks.

The girls and their families have access to case management services designed to connect them with local resources and support systems. Girls and their counselors develop care plans with



individualized goals based on assessed strengths and needs, while individual and group counseling services give them the tools to respond to obstacles in their lives.

**Early Warning Systems**

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

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

Girls are enrolled at PACE based on risk factors which form the underlying issues leading to academic underachievement. These include, but are not limited to, foster home placement, substance abuse, domestic violence, incarceration of a family member, neglect, physical/emotional/sexual abuse, grief, emotional health concerns, and low income. The early warning indicators cited in this section, which revolve around attendance, suspensions, course failures, or below level scores on standardized assessments, are the basis for enrollment at PACE.

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

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	3	12	12	10	7	1	1	46
One or more suspensions	7	15	12	11	7	3	3	58
Course failure in ELA or Math	5	12	11	9	6	2	0	45
Level 1 on statewide assessment	6	15	13	11	5	2	2	54

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	6	15	12	10	7	3	2	55

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

During bi-weekly care review meetings, academic and social services staff meet to address the needs and strengths of each girl in the program. Grades and classroom behaviors are discussed as well as environmental issues that may be impacting the girl's academic performance.

In addition to a full records review, all girls are tested on the STAR assessment, the Common assessment, and CHOICES within ten days of enrollment, and a comprehensive Individual Academic Plan is developed based on these assessments and other academic factors. Girls meet individually for academic advising sessions on a bi-weekly basis with their assigned teacher/advisors. These meetings are focused on goal-setting and improving academic performance.

Girls also participate in "Spirited Girls!", PACE's life management curriculum, which is designed to help girls to make positive decisions and lifestyle choices.

**Family and Community Involvement**

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

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

No

**PIP Link**

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

**Description**

Parental involvement is a key component to the success of the program. In addition to the monthly parent conferences that are a PACE requirement, the school utilizes an "open door" policy toward students and their families. Counselors and academic staff members are available for meetings after-hours and on at least one Saturday per month.

**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**

Through a service learning component, volunteer opportunities help girls develop a strong connection with their local community. Community partners assist the center by providing financial support and donating a variety of items, including books, school supplies, clothing, and items to be used as behavioral incentives.

The partnerships are sustained through interaction with students at the center and the shared goal of supporting the education of at-risk youth. Representatives from local agencies visit the center regularly to engage the girls in activities designed to foster understanding and community awareness. Others volunteer their time to support the school library, art instruction, and implement literacy strategies. "Girls Rock!" tours are an opportunity for sponsors and community members to engage with the students as they provide a guided tour of the PACE center.

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

Name	Title
Fowler, Mary	Assistant Principal
Clarke, Angela	Principal

**Duties**

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

The members meet regularly to advance policies and procedures that enhance achievement and meet educational, safety, and parent involvement goals.

**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**

The school leadership team works within the policies and procedures of PACE Center for Girls, Inc. to align resources in order to meet the needs of all students and maximize desired student outcomes.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
N/A	Student

**Duties**

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

*Evaluation of last year's school improvement plan*

N/A

*Development of this school improvement plan*

N/A

*Preparation of the school's annual budget and plan*

N/A

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

N/A

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

No

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

N/A

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Clarke, Angela	Principal
Fowler, Mary	Assistant Principal
Steele, Jacki	Instructional Coach

**Duties**

**Describe how the LLT promotes literacy within the school**

The Literacy Leadership team convenes on a monthly basis to create capacity and build school based literacy initiatives. Reading instruction is provided to the girls on a daily basis, and students and teachers have access to a centralized library. In addition to literary selections, the library offers leveled readers across the content areas. Reading classes and small group instructional practices ensure quality instruction targeted to student needs.

Common planning and small learning teams are utilized to promote best practices to increase student literacy. The literacy coach works with the school to provide provides timely updates on reading research, state standards, and opportunities for professional development relevant to PACE Center for Girls. Funding is provided through Title 1 for classroom library books and instructional materials.

**Public and Collaborative Teaching**

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

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

At PACE, teachers collaborate to create an individual academic plan for each student and monitor progress toward identified goals. They share information and strategies as they prepare for academic advising sessions with the students, and provide support and assistance for one another throughout this process.

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

1. Vacancy postings on PACE Website by Executive Director/State Office
2. Vacancy postings on Indeed Jobs.com for teachers
3. Two week PACE orientation
4. Development Plan with position-specific training at hire
5. Monthly formal supervision for first year teachers, quarterly for 2+ year teachers
6. Review salary schedule to align with district salaries
7. Annual performance evaluation
8. Monthly academic meetings
9. Planning time for teachers
10. Paid vacation and sick time
11. Provide observation

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

Beginning teachers are paired with a more experienced member of the instructional staff, with ongoing support from the academic manager and executive director. Mentors and mentees work together to refine skills related to delivering instruction as well as completing PACE requirements in the areas of academic advising and individual academic plan creation. A site-based "ambassador" also assists with issues such as e-mail access, professional development opportunities, and securing instructional materials.

**Ambitious Instruction and Learning****Instructional Programs and Strategies****Instructional Programs**

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

At PACE, teachers are given opportunities to work with Florida's standards as they develop individual academic plans and review skills targeted for improvement. Within planning teams, they are able to design curriculum that aligns to the standards. Professional Development opportunities are offered through PACE Center for Girls, Inc. to promote increased proficiency and educational growth.

**Instructional Strategies****Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

PACE is a program for at-risk girls, and offers an individualized instructional program infused with counseling and other support services. A variety of strategies are used to ensure that academic needs are met. The STAR assessment is administered to students every nine weeks, which measures progress toward instructional standards and provides detailed information about target areas for improvement. Teachers utilize these tools to assist with creating units of study and methods of instruction based on student needs.

Girls who have scored a level one or two on their most recent FCAT reading assessment are assigned to an uninterrupted 90 minute reading block. Resources to support instruction include leveled books across the content areas, and texts to support units of study. During academic advising sessions, teacher/advisors conduct data chats with students as they review assessments and progress toward identified goals. During academic team and care review meetings, teachers collaborate to provide the most effective instructional program for all students.

**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 Day

**Minutes added to school year:** 12,000

PACE center for Girls offers a 12-month program, which provides opportunities for enhanced academic outcomes.

**Strategy Rationale**

The summer program affords students the opportunity to recover failed courses, improve core academic skills, and accelerate to the next grade level.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Clarke, Angela, [angela.clarke@pacecenter.org](mailto:angela.clarke@pacecenter.org)

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

Course completion data is analyzed, as are the results of assessments to determine progress in the areas of reading and math.

**Student Transition and Readiness****PreK-12 Transition**

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

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

At PACE, girls do not enter or leave the center as cohorts. Instead, a comprehensive individualized intake process is undertaken for each girl. After intake and enrollment, the students are assigned both a counselor and a teacher/advisor who will work with them to achieve academic and behavioral goals. Transcripts and assessments are analyzed upon entry, with a focus on credit recovery and course completion. A graduation coach reviews records, meets with students, and provides the necessary academic support services to ensure a successful school transition leading to graduation and post-secondary training.

When a girl is preparing to transition out of the program, the process begins six months prior to her departure. A variety of supports are in place, with an assigned transition counselor providing guidance and assistance in the areas of school placement, medical support, job services, and college preparatory activities. Services are provided to the girls for three years after transition.

### **College and Career Readiness**

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

Each student is assigned a teacher/advisor who assists the student in making appropriate choices regarding the girl's educational future. Students are also administered the CHOICES career inventory which matches the student responses to various careers based on their likes and dislikes. This is used as a tool to research career opportunities for each student. Girls have the opportunity to participate in PACE Works, a transition services program that focuses on academic and career success.

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

All girls attend a "Spirited Girls!" group daily. In this group, the girls work on units that address resume writing, interviewing techniques, completing work applications, proper dress attire, and the use of good communication skills. Career speakers are invited to PACE as role models and mentors. Students also participate in the PACE Works program which addresses the above topics and provides college tours and community partnerships for internships.

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

Through use of CHOICES and college tours, girls are given the opportunity to explore avenues of career and technical education.

***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***

Students are placed in small instructional classes, enabling instructors to target areas where they can receive individualized attention. This enables the instructors to target areas where students require remedial work and help students to learn skills they need to succeed at a postsecondary level. The Spirited Girls group provides opportunities for student to research requirements for postsecondary education and enable the student to better prepare herself for the future.

Girls who have met proficiency standards on Florida state assessments are placed in a Career Research course. With a real-world connection in mind, this course fosters college reading readiness while leading students to explore career pathways.

## 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.**            If we increase students' vocabulary and comprehension skills, then students will increase proficiency on the annual statewide assessment in reading.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal



**G1.** If we increase students' vocabulary and comprehension skills, then students will increase proficiency on the annual statewide assessment in reading. 1a

G048570

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	70.0

**Resources Available to Support the Goal** 2

- Personnel
- Professional development opportunities
- Materials
- Scheduling
- Parent involvement

**Targeted Barriers to Achieving the Goal** 3

- Instructional practices

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

Existing FCAT scores, classroom assessments, STAR summary reports, Common assessments, EOC scores and quarterly grades will be collected and reviewed throughout the year to determine progress toward the goal and/or targets.

**Person Responsible**

Mary Fowler

**Schedule**

Monthly, from 8/18/2014 to 6/1/2015

**Evidence of Completion**

Data from the ETO system in use by PACE Center for Girls will be used to document monitoring efforts. This data will include care review meeting notes, individual student STAR assessment results, Common assessment results, and notes from individual student conferences.



## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If we increase students' vocabulary and comprehension skills, then students will increase proficiency on the annual statewide assessment in reading. **1**

 G048570

**G1.B1** Instructional practices **2**

 B121210

**G1.B1.S1** All students will receive reading instruction daily, with students who scored a level one or two on the 2013-2014 FCAT reading assessment enrolled in an Intensive Reading class one to two periods a day. **4**

 S133211

### Strategy Rationale

Daily reading instruction will improve reading proficiency.

### Action Step 1 **5**

The reading and language arts teachers will incorporate a variety of research-based reading strategies into the curriculum and their classroom lessons.

#### Person Responsible

Mary Fowler

#### Schedule

Quarterly, from 8/18/2014 to 6/1/2015

#### Evidence of Completion

Evidence will be collected through assessment results, classroom observations, and other data provided and entered into our ETO system.

## Action Step 2 5

The literacy coach will collaborate with PACE academic staff to provide instructional resources and assist with classroom implementation.

### **Person Responsible**

Jacki Steele

### **Schedule**

Quarterly, from 8/18/2014 to 6/1/2015

### **Evidence of Completion**

Evidence will be collected through assessment results, classroom observations, and other data provided and entered into our ETO system.

## Action Step 3 5

Student progress will be monitored over time to ensure academic growth.

### **Person Responsible**

Mary Fowler

### **Schedule**

Quarterly, from 8/18/2014 to 6/1/2015

### **Evidence of Completion**

Evidence will be collected through assessment results, classroom observations, and other data provided and entered into our ETO system.

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

Students will be administered the STAR reading and math assessment quarterly. Analysis of test scores through the summary report will be used to determine whether current instructional practices are appropriate.

### **Person Responsible**

Mary Fowler

### **Schedule**

Quarterly, from 8/18/2014 to 6/1/2015

### **Evidence of Completion**

STAR summary reports and teacher generated assessments.

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

Key academic staff members will collaborate to evaluate the effectiveness of selected instructional strategies and be catalysts for change as needed.

**Person Responsible**

Angela Clarke

**Schedule**

Biweekly, from 8/18/2014 to 6/1/2015

**Evidence of Completion**

Evidence will be collected through assessment results, classroom observations, and other data provided and entered into our ETO system.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The reading and language arts teachers will incorporate a variety of research-based reading strategies into the curriculum and their classroom lessons.	Fowler, Mary	8/18/2014	Evidence will be collected through assessment results, classroom observations, and other data provided and entered into our ETO system.	6/1/2015 quarterly
G1.B1.S1.A2	The literacy coach will collaborate with PACE academic staff to provide instructional resources and assist with classroom implementation.	Steele, Jacki	8/18/2014	Evidence will be collected through assessment results, classroom observations, and other data provided and entered into our ETO system.	6/1/2015 quarterly
G1.B1.S1.A3	Student progress will be monitored over time to ensure academic growth.	Fowler, Mary	8/18/2014	Evidence will be collected through assessment results, classroom observations, and other data provided and entered into our ETO system.	6/1/2015 quarterly
G1.MA1	Existing FCAT scores, classroom assessments, STAR summary reports, Common assessments, EOC scores and quarterly grades will be collected and reviewed throughout the year to determine progress toward the goal and/or targets.	Fowler, Mary	8/18/2014	Data from the ETO system in use by PACE Center for Girls will be used to document monitoring efforts. This data will include care review meeting notes, individual student STAR assessment results, Common assessment results, and notes from individual student conferences.	6/1/2015 monthly
G1.B1.S1.MA1	Key academic staff members will collaborate to evaluate the effectiveness of selected instructional strategies and be catalysts for change as needed.	Clarke, Angela	8/18/2014	Evidence will be collected through assessment results, classroom observations, and other data provided and entered into our ETO system.	6/1/2015 biweekly
G1.B1.S1.MA1	Students will be administered the STAR reading and math assessment quarterly. Analysis of test scores through the summary report will be used to determine whether current instructional practices are appropriate.	Fowler, Mary	8/18/2014	STAR summary reports and teacher generated assessments.	6/1/2015 quarterly

**Appendix 2: Professional Development and Technical Assistance Outlines**

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

## Professional Development Opportunities

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

**G1.** If we increase students' vocabulary and comprehension skills, then students will increase proficiency on the annual statewide assessment in reading.

### **G1.B1** Instructional practices

**G1.B1.S1** All students will receive reading instruction daily, with students who scored a level one or two on the 2013-2014 FCAT reading assessment enrolled in an Intensive Reading class one to two periods a day.

#### **PD Opportunity 1**

The reading and language arts teachers will incorporate a variety of research-based reading strategies into the curriculum and their classroom lessons.

##### **Facilitator**

PACE Center for Girls, Inc.

##### **Participants**

Classroom teachers

##### **Schedule**

Quarterly, from 8/18/2014 to 6/1/2015

#### **PD Opportunity 2**

The literacy coach will collaborate with PACE academic staff to provide instructional resources and assist with classroom implementation.

##### **Facilitator**

Jacki Steele/Differentiated Instruction

##### **Participants**

PACE academic teachers

##### **Schedule**

Quarterly, from 8/18/2014 to 6/1/2015

## Technical Assistance Items

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