

Hernando County School District

# Pace Center For Girls



2019-20 Schoolwide Improvement Plan

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## Pace Center For Girls

3139 DUMONT AVE, Spring Hill, FL 34609

[ no web address on file ]

### Demographics

**Principal: Andria Stokes**

Start Date for this Principal: 7/26/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Pace Center For Girls

3139 DUMONT AVE, Spring Hill, FL 34609

[ no web address on file ]

### School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p><b>2018-19 Title I School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

### School Grades History

Year  
Grade

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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>.

### 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. 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: School Information

### 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 Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Armstrong, Gail	Other	Executive Director
White, William	Other	Serve as guidance counselor, testing coordinator, registrar, and teacher. Oversee teaching staff and curriculum.

Position Overview of Program Director: This position is responsible for guiding and managing the day -to- day operations of the

academic/social service team by performing the following duties.

Role and Responsibilities

- Creates partnership with community resources to identify quality services and assistance that will enhance the program.
- Develops the program schedule ensuring the school district requirements are met; may act as liaison between PACE and local school district.
- Ensures the program adheres to JJEEP standards.
- Conducts regular self-audits to ensure the center is QA ready.

Lemon, Chris

Other

- Reviews and implements changes to standards as they occur and trains staff on changes to standards.
- Demonstrates and educates gender responsive programming.
- Oversees and ensures staff is trained to apply the strength-based approach to programming.
- Provides counseling, support and direction for direct reports.
- Counsels and provides case management and crisis intervention to the girls (and families) on an as needed basis.
- Monitors the implementation of social services and academic components in the program.
- Develops and communicates annual training plan for center.
- Shares responsibility for maintaining center census.
- Prepares for and facilitates care review meetings as needed.



Name	Title	Job Duties and Responsibilities
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- Participates in parent/family educational workshop.
- Ensures that all disclosures of abuse and neglect are reported.
- Follows the guidelines from Central Communications Center (CCC) and determines when to report incidents.
- Develops staff in the Reflective Practice model.
- Oversees the training and supervision of volunteers and ensures their performance meets the needs of the girls served. (Where applicable and is center specific).
- Promotes PACE within the community, conferences and public speaking events.
- Collaborates with Academic Manager to implement the School Improvement Plan and provide feedback to staff as needed.
- Collaborates with the Executive Director to ensure compliance with guidelines with state and/or federal funding.
- Uses ETO and other documentation to ensure the Academic and Social Service middle managers are following proper protocol regarding staff performance.
- Uses data to assess the effectiveness of the program and makes adjustments as needed.
- Oversees the administration of National School Lunch Program.
- Ensure safety initiative and agency safety program is adhered.
- Hire, trains, supervises, and evaluates staff.

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	6	18	25	9	9	7	1	75
Attendance below 90 percent	0	0	0	0	0	0	5	13	18	8	5	6	1	56
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	6	18	25	9	9	7	1	75

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**FTE units allocated to school (total number of teacher units)**

6

**Date this data was collected or last updated**

Friday 7/26/2019

**Prior Year - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - Updated**

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

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

The number of students with two or more early warning indicators:

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

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	49%	56%	0%	42%	53%
ELA Learning Gains	0%	45%	51%	0%	43%	49%
ELA Lowest 25th Percentile	0%	36%	42%	0%	39%	41%
Math Achievement	0%	51%	51%	0%	49%	49%
Math Learning Gains	0%	45%	48%	0%	40%	44%
Math Lowest 25th Percentile	0%	38%	45%	0%	32%	39%
Science Achievement	0%	68%	68%	0%	67%	65%
Social Studies Achievement	0%	71%	73%	0%	69%	70%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	6 (0)	18 (0)	25 (0)	9 (0)	9 (0)	7 (0)	1 (0)	75 (0)
Attendance below 90 percent	5 ( )	13 ( )	18 ( )	8 ( )	5 ( )	6 ( )	1 ( )	56 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	33	44		19	29		20				
FRL	28	43		13	25		15				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	23
OVERALL Federal Index Below 41% All Students	YES

<b>ESSA Federal Index</b>	
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	137
Total Components for the Federal Index	6
Percent Tested	82%

<b>Subgroup Data</b>	
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<b>Students With Disabilities</b>	
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Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

<b>English Language Learners</b>	
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Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

<b>Native American Students</b>	
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Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

<b>Asian Students</b>	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

<b>Black/African American Students</b>	
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Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

<b>Hispanic Students</b>	
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Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	29
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	25
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

**Part III: Planning for Improvement**

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	Improved Attendance
<b>Rationale</b>	A large number of girls are referred to Pace due to being academically behind. Often, they are academically behind due to a low percentage of attendance either to individual classes, or to school overall.
<b>State the measurable outcome the school plans to achieve</b>	Improve attendance rate to at least 80%
<b>Person responsible for monitoring outcome</b>	William White (william.white@pacecenter.org)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Strength based stage system offering incentive and encouragement for attendance</li> <li>2. Parental involvement through monthly family meetings, monthly recognition ceremonies, daily parental phone calls to check on attendance if absent. Creation of stronger relationship with family leads to support in attendance factors</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	Positive rather than punitive encouragement and recognition coupled with positive strength based relationship and involvement from the whole family unit leads to improved attendance through encouraging support
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Inform, invite, encourage incentives of Growth and Change System</li> <li>2. Minimum of monthly meetings between Counselor and family</li> <li>3. Daily attendance calls if not present</li> <li>4. Monthly award recognition for attendance</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Chris Lemon (chris.lemon@pacecenter.org)



<b>#2</b>	
<b>Title</b>	Trauma Informed Care
<b>Rationale</b>	More than 90% of girls enrolled have risk factors falling into at least 3 of 5 domains (Behavior (arrests), Academic (academic failure, attendance, behavior referrals), Family (history of drugs, violence, incarceration, joblessness/under employment, death and other instabilities) Health (physical/mental, inclusive of self harm and suicide attempts), and victimization (physical and/or sexual abuse/assault)
<b>State the measurable outcome the school plans to achieve</b>	<ol style="list-style-type: none"> <li>1. Individual Counseling at least once every two weeks</li> <li>2. Optional offering of Group counseling</li> <li>3. Enrollment in SpiritedGirls!!, gender responsive life management/life skills course with daily attendance during the traditional school year.</li> <li>4. Assistance in provision of basic needs (hygiene, food, community services) as needed</li> <li>5. Quarterly (minimum) opportunity for community engagement activities</li> </ol>
<b>Person responsible for monitoring outcome</b>	Gail Armstrong (gail.armstrong@pacecenter.org)
<b>Evidence-based Strategy</b>	Girls enrolled with Pace will receive individual counseling at least once every two weeks while enrolled. Each girl will also be enrolled in the SpiritedGirls!! gender responsive curriculum for a minimum of 2 semesters.
<b>Rationale for Evidence-based Strategy</b>	Through assisting girls in developing improved coping skills and self esteem, academic performance can move up their personal list of priorities as the social and personal areas calm.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Bi-weekly individual counseling</li> <li>2. SpiritedGirls Enrollment</li> <li>3. Quarterly opportunities for community engagement activities</li> <li>4. Group counseling opportunities</li> <li>5. Secure donations for personal need provisions</li> <li>6. All staff participation in Trauma Informed Care Trainings through organizational development</li> </ol>
<b>Person Responsible</b>	Chris Lemon (chris.lemon@pacecenter.org)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

1. Class sizes not to exceed 14 students in a class to improve individual learning opportunities
2. Monthly Recognition Ceremonies with invites to families with incentives for Attendance, Grades, "Growth and Change" stage advancement,
3. Student Government meetings, with students playing role in interviewing and hiring (as needed) of staff
4. Weekly "Care Review" meetings discussing girls individual focus on both Academic and Social service plans

5. Focus on "Assessment Improvement" rather than Assessment passing in order to increase confidence in abilities thereby increasing current and future passing abilities.