

Hernando County School District

Pace Center For Girls



2020-21 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: 8/31/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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.

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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Pace Center For Girls

3139 DUMONT AVE, Spring Hill, FL 34609

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

School Grades History

Year
Grade

School Board Approval

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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. 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, position title, and job duties/responsibilities 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.

Demographic Information

Principal start date

Monday 8/31/2020, Andria Stokes

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	0	0	0	0	0	0	0	0
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Data for PACE reported to FDJJ	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

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 8/31/2020

Prior Year - As Reported

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	
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	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 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 0

Students retained two or more times 0 0 0 0 0 0 0 0 0 0 0 0 0 0

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	

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 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 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 0

Students retained two or more times 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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(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.

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%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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
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%

Subgroup Data

Students With Disabilities

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%	0

English Language Learners

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%	0

Native American Students

Federal Index - Native American Students	
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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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
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%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	1
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%	1

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

There is no current data available, due to the lack of testing in 2019-2020, as well as the transient nature of the student population at this facility in the previous year. However, as per the Federal Index, two subgroups, white students and economically disadvantaged students, are below 32%.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

There is not enough historical data to identify a decline.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

There are no scores to compare.

Which data component showed the most improvement? What new actions did your school take in this area?

There are no scores to compare.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Our largest area of concern is attendance. At PACE, the students are largely there due to past traumas, and overcoming social barriers are the areas that must come before the academic progress will be realized.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Social-emotional learning
2. Attendance
3. differentiating and individualizing instruction
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Creating a Positive School Culture and Environment through a focus on Social Emotional Learning will support students by increasing attendance, focus on academics, and being better equipped to positively handle social interactions. The need for SEL was indicated by 60% of students having 1 or more suspension, 75% failing 1 or more course, 60% diagnosed with a mental health disorder, 42% experiencing suicide ideation.

Measurable Outcome: 93% of students will meet the metrics for being a successful girl according to the criteria set by PACE.

Person responsible for monitoring outcome: Gail Armstrong (gail.armstrong@pacecenter.org)

Evidence-based Strategy: Students will participate in peer counseling as part of the Tier 1 instruction through a daily class that focuses on knowledge of self, developing a positive attitude, healthy relationships, individual responsibility, leadership, problem solving, life management, and college and career planning.

Rationale for Evidence-based Strategy: The negative affects of trauma impact student achievement and must be treated in order to increase coping skills for students so that they can be successful in school. Emotional and Social regulation taught through peer counseling will increase time in class, school connectedness, and relationships with teachers and peers. The Spirited Girls curriculum will be used.

Action Steps to Implement

1. Master schedule will allow each student to participate in peer counseling 50 min each day. instruction in an area and a certified teacher will teach this curriculum.

Person Responsible Chris Lemon (chris.lemon@pacecenter.org)

Whole group instruction occurs with a focus on goal setting. Administrative walkthroughs will occur to check for fidelity and effectiveness. Progress monitoring data will be reviewed monthly. Tier 2 supports such as psychoeducational groups will be available if student struggles with Tier 1 instruction in an area. Tier 3 individual counseling is available for students that need support with SEL learning.

Person Responsible Chris Lemon (chris.lemon@pacecenter.org)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Differentiation in the core is a critical need. 72% of students were not proficient on ELA State Assessment data and 87% of students were not proficient in Math State Assessment data. Only 43% of students in ELA and 25% of students in math made a learning gain. Teachers will use small groups to deliver standards-based instruction and differentiate based on academic needs.

Measurable Outcome: 50% of students will make a learning gain in ELA and 35% of students will make a learning gain in math on state assessments.

Person responsible for monitoring outcome: Gail Armstrong (gail.armstrong@pacecenter.org)

Evidence-based Strategy: Diagnostic and Formative Assessments will be used to design differentiated lessons. Texts will be based on student's lexile level and based on the standard. Math prerequisites will be differentiated using diagnostic and formative assessments.

Rationale for Evidence-based Strategy: Students come to PACE with large academic gaps from loss of instruction. Using formative assessments, teachers will learn how to move forward with grade level instruction while simultaneously filling in gaps through differentiated instructional time. PACE will use Achieve3000 for ELA and IXL for math differentiation.

Action Steps to Implement

1. PD for teachers will be provided from district reading coach on Achieve3000 on using texts to differentiate during whole group and small group instruction. Students will take diagnostic assessment to determine Lexile Level.

Person Responsible: Chris Lemon (chris.lemon@pacecenter.org)

PD for IXL will be provided by PACE and will focus on choosing prerequisite skills to support grade level standards.

Person Responsible: Chris Lemon (chris.lemon@pacecenter.org)

PD for Differentiated Instruction and support for lesson planning will be provided by district coaches.

Person Responsible: Chris Lemon (chris.lemon@pacecenter.org)

Administrative walkthroughs will inform PD needs. Progress monitoring data will be reviewed monthly during leadership team meetings.

Person Responsible: Chris Lemon (chris.lemon@pacecenter.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The leadership team will continue to work toward the overarching goal of the PACE for Girls program. Data related to EWS is uploaded to the Florida DJJ system and will continue to be a focus.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

PACE is a gender responsive environment that helps girls heal from trauma. All staff are trained in trauma informed practices so they can recognize and respond to trauma effectively. PACE leverages students' strengths and celebrates accomplishments.

Girls make academic goals and supports them through after school tutoring and weekly academic advising. Girls develop other goals in conjunction with parent input and monthly parent meetings occur to track progress and provide supports.

All students participate in volunteer activities in the community and have the opportunity for leadership opportunities through programs such as the Florida Senate Page program and others. Students also participate in college and career readiness opportunities such as college tours and business visits. Students are able to share these experiences with community groups such as Kiwanas and Chamber of Commerce and the district School Board.

Parent Family and Engagement Plan (PFEP) Link

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