Hernando County School District

Pace Center For Girls

2021-22 Ungraded 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: 8/30/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	DJJ
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students*
School Improvement Rating History	2021-22: No Rating 2020-21: No Rating 2018-19: No Rating 2017-18: No Rating 2016-17: No Rating
DJJ Accountability Rating	2023-24: Commendable

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Students have a history of trauma and adverse childhood experiences. This trauma can drive girls to cope by using negative, self-destructive behaviors. Girls can be off-track in school, isolated at home, self-harm and experience negative peer influences. Girls enrolled have at least 3 risk factors. Pace provides counseling and academic support for 24 months (preferred time for first enrollment) so that girls develop positive coping skills and return to zoned school, graduate and pursue higher education, or enter workforce.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
White, William	Academic Manager	classroom observations curriculum
Lemon, Chris	Center Director	Hiring staff enrollment
Fletcher, Jen		interventions

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Monday 8/30/2021, Andria Stokes

Number of teachers with professional teaching certificates?

Number of teachers with temporary teaching certificates?

Total number of teacher positions allocated to the school.

Total number of students enrolled at the school.

Identify the number of instructional staff who left the school during the 2020-21 school year.

Identify the number of instructional staff who joined the school during the 2021-22 school year.

Demographic Data

Early Warning Systems

2021-22

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	
Attendance below 90 percent	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	
Course failure in ELA	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	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	

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	

Date this data was collected or last updated
Monday 8/30/2021

2020-21 - 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	0	0	0	0	0	0	0	
Attendance below 90 percent	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	
Course failure in ELA	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	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					49%	56%		48%	56%
ELA Learning Gains					45%	51%		48%	53%
ELA Lowest 25th Percentile					36%	42%		39%	44%
Math Achievement					51%	51%		47%	51%
Math Learning Gains					45%	48%		43%	48%
Math Lowest 25th Percentile					38%	45%		40%	45%
Science Achievement					68%	68%		58%	67%
Social Studies Achievement					71%	73%		68%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
WHT	9										
FRL	27										
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	

ESSA Federal Index	
OVERALL Federal Index – All Students	17
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	66
Total Components for the Federal Index	4
Percent Tested	66%

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%	
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%	
Native American Students	
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%	
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%	
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%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A

Hispanic Students	
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	5
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	14
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

We are waiting on subgroup data to be input for analysis.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

We are waiting on subgroup data to appear in CIMS.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

learning gains

What trends emerge across grade levels, subgroups and core content areas?

increasing student achievement

What strategies need to be implemented in order to accelerate learning?

PD

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

BEST Standards

Part III: Planning for Improvement

Areas of Focus:

#1. DJJ Components specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2020-2021 DJJ Accountability Rating, learning gains were the weakest area. ELA Learning Gains were 50% and Math Learning Gains were 30%. All other components were above the 51% Acceptable range. Subgroup data shows that the Federal Points of Percent Index was at 29% for the White subgroup and 25% for the Economically Disadvantaged. Instruction that meets the depth of the standard will give opportunities for standards mastery and will increase gains on statewide assessments.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	ELA Learning Gains will increase from 50% to 54% with a goal of 62% in 3 years. Math Learning Gains will increase from 30% to 37% with a goal of 51% in 3 years. The Federal Index for the White subgroup will increase from 29% to 33% and from 25% to 33% for the Economically Disadvantaged subgroup.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will conduct bi-monthly walkthroughs to observe if instruction is standards-aligned. For ELA, look-fors will include implementing new curriculum with fidelity. Administration and teachers will analyze data from STAR progress monitoring quarterly to create action plan.
Person responsible for monitoring outcome:	William White (william.white@pacecenter.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	For ELA, Professional Development on BEST standards, Adopted Core Curriculum for ELA and Intensive Reading. For Math, Professional Development will be on creating formative and summative assessments to differentiate instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Professional Development has been identified as a critical need due to new teachers in both ELA and Math. In addition, ELA will be implementing the BEST standards and implementing a new curriculum with fidelity. In Math, PLC data shows that formatives are not consistently standards-aligned and teacher feedback indicated that professional development would increase alignment. With an effect size of d=1.57 Collective Teacher Efficacy is strongly correlated with student achievement. PD during PLCs will increase teacher efficacy.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

In coordination with district school improvement contact, a needs analysis was conducted. The 9 school components from the 2020-2021 DJJ Accountability were reviewed with the leadership team. Progress Monitoring Data, Summative Data, and Teacher and parent feedback were reviewed to assist in the continuous improvement process. The outcome was that in order to increase student success, instruction needs to be standards-aligned.

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

PACE will use the same state-adopted, evidence-based curriculum for ELA and Math in order to increase opportunities for standards-aligned instruction.

Person Responsible	William White (william.white@pacecenter.org)

On-going professional development will be given from district coaches and staff. PACE teachers will participate in district PD days based on student needs.

Person Responsible	William White (william.white@pacecenter.org)

Administrative walkthroughs will evaluate the effectiveness of the PD and inform areas of future PD. Specific teacher feedback will be given to support teacher instruction. The focus during walkthroughs will be observing the student task and the alignment to the focus standard/benchmark.

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

PLCs will focus on analyzing student data for growth. STAR Progress Monitoring tests will be analyzed for progress towards standards mastery.

Person Responsible	William White (william.white@pacecenter.org)

Study Hall will be implemented for additional instruction in standards targeted on student data analysis on PLCs. The focus will be on acceleration, ensuring that students are receiving on-grade level instruction with appropriate scaffolds to support comprehension.

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

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	PACE is unique in that both of the underperforming subgroups compromise the majority of the school. The student population is 73% White and 100% Economically Disadvantaged. During PLCs, data will be disaggregated to ensure the gap is closing.

#2. DJJ Components specifically relating to Increased Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In the fiscal year of July 1, 2020 to June 30, 2021 68 out of 95 did not meet 80% attendance rate. Since only 28% of students are receiving sufficient instruction, gaps in instruction has led to a decrease in student achievement. Research consistently demonstrates that chronic absence from school is often the greatest single cause of poor performance and achievement and is noted as the factor most associated with high school dropout rates.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In the fiscal year of July 1, 2021 to June 30, 2022, the percent of girls with attendance of 80% or above will increase to at least 45%. With a 17% increase for three years, our center will hit our benchmark of 80% of girls meeting the 80% attendance requirement.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Daily attendance will be taken and recorded in the proper manner. Counselors will monitor attendance daily. The leadership team will meet weekly to analyze attendance data in order to create action plans.
Person responsible for monitoring outcome:	William White (william.white@pacecenter.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Family engagement strategies will continue including regular, two way communication and conferences around their child's academic progress and attendance. Student data chats will include an attendance component to increase awareness and ownership of attendance data.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Parent and student feedback shows that both groups underestimate the number of days missed and the impact on chronic absenteeism on achievement and graduation rates. Parent feedback shows that regular communication with families increases positive relationships with the school and provides a format to problem solve barriers to attendance issues.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Attendance will be taken each morning. If a student is absent, a counselor will call the student to check status. Counselor will determine if barrier can be removed so that continued absences do not occur. Feedback from parents and students will drive further interventions.

Person Responsible	Jen Fletcher (jennifer.fletcher@pacecenter.org)

Teachers will focus on forming relationships with students in order to increase engagement and connectedness in school. Teachers will regularly educate students about the impact of missed instruction during bi-weekly academic advising.

Person Responsible	William White (william.white@pacecenter.org)

Bi-weekly sessions with counselors will include an attendance component where students track their attendance and set goals. Counselors will educate students on best practices for attending school each day. This data will be shared with parents with a focus on educating parents on best practices for attending school each day.

Person Responsible	Jen Fletcher (jennifer.fletcher@pacecenter.org)

The leadership team will review schoolwide attendance weekly and monthly in order to develop intervention plans targeted to meet the needs of students. Incentives for improved attendance will be done monthly based on student feedback.

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

Attendance will be taken each morning. If a student is absent, a counselor will call the student to check status. Counselor will determine if barrier can be removed so that continued absences do not occur. Feedback from parents and students will drive further interventions.

| **Person Responsible** | Jen Fletcher (jennifer.fletcher@pacecenter.org) |

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

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Both the White subgroup, which compromises 73% of the population, and the Economically Disadvantaged subgroup, which comprises 100% of the population, have not met the 41% FPPI. Strategies that specifically focus on the ED group include providing bus passes, gas cards, school supplies, and clothing so that students have the resources to attend school.

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.

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 assist in the creation of academic goals and staff support them through weekly academic advising and monthly parent contact meetings to discuss girls academic and social service progress.
Girls develop other goals in conjunction with parent input and monthly parent meetings occur to track progress and provide supports.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

All students participate in volunteer activities in the community (as possible amid COVID restrictions) and have the opportunity for leadership opportunities through programs such as the Florida Senate Page program, State-Wide Girls Leadership Council, 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.