

Volusia County Schools

# Pace Center For Girls



## 2018-19 Schoolwide Improvement Plan

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## Pace Center For Girls

208 CENTRAL AVE, Ormond Beach, FL 32174

<http://www.pacecenter.org/locations/volusia-flagler>

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	58%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	59%

### School Grades History

Year  
Grade

### School Board Approval

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

### SIP Authority

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 that has a school grade of D or F.

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, counselling, training and advocacy.

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.

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

PACE began in 1985 with one Center in Jacksonville, Florida serving 10 girls. Today PACE includes 19 Centers throughout Florida that serve over 2,000 girls each year and PACE has changed the life trajectory of over 37,000 girls since its inception. PACE began as a community response to the realization that girls involved with the justice system were either being placed in programs designed for boys or placed further into the system for their own protection. There were no effective alternatives. Started by Vicki Burke and guided by the research-based recommendations which called for gender responsive programming, PACE created a new alternative to institutionalization or incarceration for girls.

PACE is now recognized as a national model for reducing recidivism and improving school success, employment and self-sufficiency amongst girls by the Annie E. Casey Foundation, Children's Defense Fund, National Mental Health Association, National Council on Crime and Delinquency, and the Office of Juvenile Justice and Delinquency Prevention.

### School Leadership Team

#### Membership

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

Name	Title
Faust, Megan	Other
McCurdy, Georgia	Other
Davis, Jessica	Other
Sagrani, Kerrie	Other

#### Duties

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

Megan Faust, Academic Manager

- Oversees and ensures the administration of pre, yearly, post and standardized tests, and the scoring of tests and ESE compliance.
- Reviews and places each girl into the PACE Program based on: transcript review, pre testing and development of individual schedules (center specific).
- Participates in the intake interview to assess the needs of each girl and family, collaborates with intake team.
- Monitors and develops new educational services.
- Trains all academic staff including substitute teachers in accordance with guidelines set by the State

of Florida; provides training to staff regarding all academic needs; teaches class as required.

- Prepares for and participates in care review meetings and facilitates on an as needed basis.
- Prepares for and participates in monthly parent/guardian meetings on an as needed basis.
- Follows the guidelines from Central Communication Center (CCC) and determines when to report incidents.
- Ensures the integration of Gender Responsive Programming and PACE Values and Guiding Principles.
- Conducts regular assemblies with the students to announce awards, educational information, upcoming events, etc.
- Uses the online documentation platform and other documentation to ensure the timely and accurate recording of IAP's, advisee meetings, parent/guardian contact, meetings with girls, academic road maps, attendance, girls participation and monthly progress reports.
- Monitors implementations of the School Improvement Plan quarterly, provide feedback with a formal report as required.
- Prepares and submits all necessary documentation to appropriate agencies to comply with school board requirements and PACE policy; ensures the accuracy of transcripts.
- Develops and coordinates schedule/special events with Social Services Manager and other management staff.
- Processes proper registration/withdrawal documents while maintaining census.
- Oversees the implementation of the strength Based Behavior Management System.
- Monitors daily academic operations and ensures teaching standards are in accordance with Sunshine State Standards.
- Reviews Individualized Academic Plans for girls and assist teachers with implementation of plans.
- Hire, trains, supervises and evaluates academic staff on an on-going basis.
- Conducts new employee orientation; plans and conducts formal and informal supervision.
- Monitors teacher's training requirements and ensure license certifications are current.
- Arranges for teacher substitutions when needed; teaches class as required.
- Supervises interns.
- Ensures the accuracy of girl's grades and credits earned are documents in the local school board MIS system.

Jessica Davis, Program Director

- 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.
- 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.
- 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.

#### Georgia McCurdy, Executive Director

This position is responsible for providing vision, leadership and management of resources to ensure the mission of PACE is accomplished in the local community.

#### Role and Responsibilities

##### Leadership and Advocacy

- Demonstrates leadership and advocacy for the agency at all levels including:
- Advocating for the needs of girls in the local community
- Participating in special assignments and projects
- Providing input and communication pertaining policies, procedures and strategic direction setting
- Cultivating relationships with major stakeholder (i.e. legislatures, city and county officials, business interests, other child serving agencies, Juvenile Justice Council, and school boards)
- Demonstrates measurable results pertaining to the Standards of Excellence
- Focuses on the need of the agency and balances all competing voices in order to make optimal decisions for girls and staff
- Articulates and models the values of the agency in a way that inspires staff, girls and board

##### Human Resources

- Motivates and inspires passion for agency, mission and excellence in roles of responsibility.
- Selects and places highly qualified staff in all positions.
- Provides direction and models for middle managers the strategies to ensure the retention goals of the agency are met.
- Provides opportunities for growth and development of staff.
- Supervises, counsels and evaluates staff.
- Develops and implements a succession plan for all major roles in the Center.
- Resolves employee relations issues in a manner that is amicable to staff and agency.
- Creates an adaptable learning environment for agency, staff and volunteers.
- Obtains maximum utilization of the staff by clearly defining duties, establishing performance standards, conducting performance reviews, and recommending competitive salary structure.
- Follows Human Resources Policies and Procedures to ensure compliance.

##### Finance

- Manages Center finances within approved budget.
- Demonstrates an understanding of the monthly financial reports and is able to identify trends and discrepancies.
- Communicates and clarifies the monthly financial reports to assist the Board in their oversight of the center budget.

- Prepares budgets that have solid assumptions for the future and is in compliance with Board policy.
- Follows finance policies and procedures to ensure timely compliance.
- Provides contract information to the Finance Department to assist and ensure the accuracy of monthly financial statements.
- Ensure necessary controls and audits of processes related to financial controllership.

#### Development

- Develops a group of supporters that are commensurate in size and capacity to the local community.
- Demonstrates the ability to maintain and grow community supporters and donors.
- Solicits and secures diverse, multiple funding sources.
- Ensures the community public relations efforts reflect the values of the agency.
- Complies with Development Policies and Procedures (including Center Board Guidelines).

#### Program

- Ensures program operates in compliance with DJJ, School Board and grant contracts.
- Establishes referral sources and an appropriate waiting list.
- Achieves outcomes for girls that significantly exceed the standards of the contract.
- Demonstrates competencies of gender responsive programming and trains at center level.
- Provides core PACE services that are provided in accordance with the agency guidelines.
- Aligns new initiative(s) that advances the mission.
- Achieves consistent successful QA reviews.
- Complies with Program Policies and Procedures.

#### Governance and Boards

- Board reflects primary community interest.
- Recruits, trains and develops board members on a continuing basis.
- Provides board orientation to new members.
- Influences and leads the board to operate within the center board guidelines.
- Facilitates regular board retreats.
- Encourages consistent attendance at Board and Committee Meetings.
- Develops and implements succession plan.
- Works closely with the Board to develop strategic plans that include both long-term and short-term priorities.
- Facilitates consistent representation to Board of Trustees.

#### Kerrie Maira, Social Services Manager

This position is responsible for working with minimal supervision from Executive Director or Program Director to manage the social service staff and provide administrative control of day-to-day crisis and case management by performing the following duties:

#### Role and Responsibilities

- Assesses the psycho-social needs of girls and educates staff regarding appropriate services and possible referrals.
- Ensures case management services are provided; provides training to ensure support services and required documentation is maintained by supervised staff in ETO and other appropriate places as necessary.
- Facilitates new employee orientation training.
- Participates in parent conferences as needed.
- Facilitates care review meetings.
- Ensures all disclosures of abuse and neglect are reported timely and accurately.
- Follows the guidelines from Central Communications Center (CCC) and determines when to report incidents.
- Follows through and Implements strategies decided upon in management meetings.
- Ensures social services activities are communicated to ensure staff engagement.
- Ensures social services staff communicates with families of students and appropriate professionals about progress of students, i.e. Technical Schools, School Boards, and Guidance.
- Follows organized process to report data.

- Submits JJIS reports to the State Office.
- Reviews and approves completed needs assessments and summaries.
- Oversees the training and supervision of interns and volunteers in the social services department and ensures their performance meets the needs of the girls served.
- Uses online documentation platform and other documentation to ensure needs assessments, care plans, monthly parent contacts, home visits and other contracted services are handled accurately and timely; prepares reports as necessary; ensures contractual obligations are met.
- Monitors social service training requirements and ensure certifications are current. (Applicable to Counselor II).
- Shares responsibility for maintaining center census.
- Provides supervisory guidance to staff through coaching and role modeling.
- Directs and supervises intake and transitional services for PACE. (Applicable to centers with Transition Services and/or Intake position).
- Monitors the outside service providers.
- Hires, trains, supervise and evaluate social service staff.

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

Activity #1	
<b>Title</b>	Increase academic achievement
<b>Rationale</b>	For the 2017-18 school year, 62% of girls meeting minimum enrollment requirements realized an increase in reading and math achievement as measured by STAR Reading and Mathematics assessments.
<b>Intended Outcome</b>	For the 2018-19 school year, 80% of girls meeting minimum enrollment requirements will realize an increase in reading and math achievement as measured by STAR Reading and Mathematics assessments.
<b>Point Person</b>	Jessica Davis (jessica.davis@pacecenter.org)
Action Step	
<b>Description</b>	1) Hire and retain highly qualified English/Language Arts, Reading, and Mathematics teachers; 2) Use entry assessment and progress monitoring data to determine appropriate tier placement; 3) Purchase and implement research-based Tier 2 and 3 intervention materials and provide ongoing professional development and support to instructional and instructional support staff.
<b>Person Responsible</b>	Megan Faust (megan.faust@pacecenter.org)
Plan to Monitor Effectiveness	
<b>Description</b>	Girls are reassessed with STAR Reading and Math every nine weeks, so this data will be used to determine girls' progress toward academic goals.
<b>Person Responsible</b>	Megan Faust (megan.faust@pacecenter.org)

<b>Activity #2</b>	
<b>Title</b>	Increase percentage of secondary courses completed/credits earned
<b>Rationale</b>	For the 2017-18 school year, 46% of girls meeting minimum enrollment requirements completed middle school coursework toward promotion to the next grade and/or earned high school credits toward graduation with a regular high school diploma.
<b>Intended Outcome</b>	For the 2018-19 school year, 80% of girls meeting minimum enrollment requirements will complete middle school coursework toward promotion to the next grade and/or earn high school credits toward high school graduation.
<b>Point Person</b>	Jessica Davis (jessica.davis@pacecenter.org)
<b>Action Step</b>	
<b>Description</b>	1) At program intake, evaluate the girl's transcript for grade level, ninth grade cohort, and graduation year; 2) At program enrollment, reassess the girl's transcript to develop a roadmap for on-time high school graduation, including the need for high school credit recovery; 3) Ensure timely and accurate processing of middle school course completions and high school credits in district mainframe; 4) Periodically review the girl's progress roadmap academic goals.
<b>Person Responsible</b>	Megan Faust (megan.faust@pacecenter.org)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	At the close of each semester (fall, spring, summer) review the roadmap with the girl to measure progress toward goals.
<b>Person Responsible</b>	Megan Faust (megan.faust@pacecenter.org)
<b>Activity #3</b>	
<b>Title</b>	Increase progress toward vocational goals
<b>Rationale</b>	For the 2017-18 school year, 79% of girls meeting minimum enrollment requirements made progress toward vocational goals.
<b>Intended Outcome</b>	For the 2018-19 school year, 90% of girls meeting minimum enrollment requirements will make progress toward vocational goals.
<b>Point Person</b>	Jessica Davis (jessica.davis@pacecenter.org)
<b>Action Step</b>	
<b>Description</b>	1) During program onboarding, administer the My Florida Shines career assessment; 2) Use this data to develop relevant vocational goals and objectives;
<b>Person Responsible</b>	Megan Faust (megan.faust@pacecenter.org)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Every nine weeks, girls' advisors will review vocational goals and objectives to determine progress toward completing those goals.
<b>Person Responsible</b>	Megan Faust (megan.faust@pacecenter.org)