

Orange County Public Schools

Pace Center For Girls



2018-19 Schoolwide Improvement Plan

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Pace Center For Girls

728 GEAR LAKE AVE, Orlando, FL 32803

<http://www.pacecenter.org/>

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	63%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	82%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Orange 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.

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement.

To be the top producer of successful students in the nation.

School Leadership Team

Membership

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

Name	Title
Tovine, William	Principal
Hernandez, Eddie	Other
Johnson, Rosene	Other
	Administrative Support

Duties

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

The leadership team meets weekly to collaborate among many alternative education sites. Content area teacher provide instruction under the guidelines mandated by the FLDOE certification, Academic Managers will monitor progress through 9 week progress and Star assessments and Social Services Manager supports and monitor progress through bi-weekly meetings and 1:1 individualized counseling sessions. Topics shared include leadership and other practices that are successful in areas that need to be improved.

The leadership team uses the Continuous Improvement Model (CIM) to analyze data, determine needs, implement intervention and acceleration, and adjust instruction as necessary. We engage in a monthly data cycle meeting with PLC representatives from many sites to include administrators, CRT, and Instructional Coaches followed by data meetings at each site including biweekly student data meetings.

Site representatives bring data on all student SIP goals to the principal's monthly data meeting. At these monthly meetings, the team evaluates assessments on reading, math, science, and writing performance for each student that including analyzing strengths and weaknesses. After identifying students that need support, and intervention plan is developed to craft instructional methods and target assessments that help to improve and monitor academic skills. Individual leadership team members monitor the progress of students at their sites on a weekly basis while the team as a whole reviews monthly progress toward SIP goals. If interventions are not effective, the team problem solves and develops an amended intervention plan for the student.

Early Warning Systems

Year 2017-18

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	1	6	5	7	6	0	25
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	1	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	0	1	5	2	2	0	0	10

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	1	4	2	4	5	0	16

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	2	0	0	0	0	2
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	2	0	0	0	0	2

Date this data was collected

Wednesday 7/25/2018

Year 2016-17 - 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	6	11	13	6	3	39
One or more suspensions	0	0	0	0	0	0	0	0	1	5	5	0	0	11
Course failure in ELA or Math	0	0	0	0	0	0	0	0	5	12	12	2	3	34
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	4	5	5	0	0	14

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	6	11	12	2	3	34

Year 2016-17 - 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	6	11	13	6	3	39
One or more suspensions	0	0	0	0	0	0	0	0	1	5	5	0	0	11
Course failure in ELA or Math	0	0	0	0	0	0	0	0	5	12	12	2	3	34
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	4	5	5	0	0	14

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	6	11	12	2	3	34

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest performing component is in the Course failures in ELA/Math courses. It depicts a trend based on the drop within the same component.

Which data component showed the greatest decline from prior year?

The greatest decline is depicted in comparison between the prior year based on the course failure date from 2016-2017 from 58.8% to 71.4% in the 2017-2018 school year.

Which data component had the biggest gap when compared to the state average?

ELA proficiency demonstrates a 46 point gap between the school and the state.

Which data component showed the most improvement? Is this a trend?

Our Attendance component showed the most improvement increasing by 10 percentage points. It is a trend for PACE Orlando as student come us with truancy challenges at their base school well below 80% attendance.

Describe the actions or changes that led to the improvement in this area.

Rewards systems and accountability measures such as the PACE beading system, token rewards systems, student of the month celebrating the foundational pillars and daily reinforcers have been given a more comprehensive and a collaborative consistent approach drive. This has occurred through implementation of rewards system, monthly incentives, classroom reinforcers, Positive Behavioral Intervention Strategies/Strength-based approaches and cultural refinement.

- PACE's corporate Growth and Change system
- Onsite Level system
- Beading for PACE principle recognition

- Teacher specific incentives and reinforcers, ie. candy, PBIS, 3:1 praise ratio
- Gender responsive environmental adjustments which entail refining the environment which contributes to the natural tendencies of the female senses such as heightened smells, color and a newfound sense of safety.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	54%	56%	0%	51%	52%
ELA Learning Gains	0%	51%	53%	0%	47%	46%
ELA Lowest 25th Percentile	0%	40%	44%	0%	36%	38%
Math Achievement	0%	49%	51%	0%	40%	43%
Math Learning Gains	0%	44%	48%	0%	51%	39%
Math Lowest 25th Percentile	0%	39%	45%	0%	55%	38%
Science Achievement	0%	66%	67%	0%	66%	65%
Social Studies Achievement	0%	69%	71%	0%	67%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	0 (0)	1 (0)	6 (6)	5 (11)	7 (13)	6 (6)	0 (3)	25 (39)
One or more suspensions	0 (0)	0 (0)	0 (1)	0 (5)	0 (5)	0 (0)	0 (0)	0 (11)
Course failure in ELA or Math	0 (0)	0 (0)	0 (5)	0 (12)	1 (12)	0 (2)	0 (3)	1 (34)
Level 1 on statewide assessment	0 (0)	1 (0)	5 (4)	2 (5)	2 (5)	0 (0)	0 (0)	10 (14)

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	2018					
	2017					
Cohort Comparison						
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				
09	2018					
	2017					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
10	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018					
	2017					
Cohort Comparison						
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018					
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

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

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	
Title	Increase Student Attendance
Rationale	Data from the 2017-2018 school year indicate the Average Daily Attendance (ADA) rate at Pace Center for Girls was 91%. This is an increase of 10% from the 2016-2017 school year. Focusing on improving student attendance will have an indirect effect on student achievement.
Intended Outcome	For the 2018-2019 school year, the Average Daily Attendance (ADA) at Pace Center for Girls will increase 3% (from 91% to 94%) as a result of implementing the interventions below.
Point Person	Eddie Hernandez (eddie.hernandez@pacecenter.org)
Action Step	
	PACE will:
Description	<ul style="list-style-type: none">- Implement the Growth and Change program which is a corporate initiative to provide motivation through incentives for students. This incentive program that will be consistent and practiced as part of the school culture in collaboration with counseling services.- Have an Instructional Assistant in place to support in ELA and Math to address student academic deficiencies.- Provide tutoring as needed for identified students in need- Utilize Edgenuity as supplemental resource- Facilitate monthly parent conferences to address attendance, and academic and social emotional needs of students- Implement individual attendance plans (Success Plans) as needed.
Person Responsible	Eddie Hernandez (eddie.hernandez@pacecenter.org)
Plan to Monitor Effectiveness	
Description	<p>PACE will monitor the following early warning indicators:</p> <ul style="list-style-type: none">- Average Daily Attendance- Attendance below 90%, regardless of whether absence is excused or not.- GPA below 2.0 grade point average- PACE will manage incentive programs through incorporating color coordinated indicator of level system, bead rewarding, PBIS/Strength Based interactions- Monitor number of parent conferences and interventions. <p>Upon determination of focused concerns and monitoring, PACE will conduct Care Review, parent/guidance outreach, Success plans, team meetings and 1:1 Academic Advising/ Counseling intervention(s) to support and improve student success.</p>
Person Responsible	Eddie Hernandez (eddie.hernandez@pacecenter.org)

Activity #2

Title Increase Student Achievement in ELA

Rationale Data from the 2017-2018 school year indicate 10% of students enrolled at Pace Center for Girls were proficient on the FSA ELA assessment. This represents a 5% increase from the 2016-2017 school year. Additional interventions will be implemented to increase student achievement in this area.

Intended Outcome For the 2018-2019 school year, the percent of students enrolled at Pace Center for girls proficient on the FSA ELA Assessment will increase 3%.(From 10% to 13%)

Point Person Eddie Hernandez (eddie.hernandez@pacecenter.org)

Action Step

Description Students will have a certified ELA teacher in class to teach standards-based lessons along with supplemental technology and tutorial opportunities:

- Facilitation of Edgenuity supplemental software
- Secondary 7th period interventions support during Academic Advising such as tutoring and test preparation support during academic advising
- Project Based Learning lessons
- An Instructional Assistant will be provided to the ELA classroom to provide more direct support .
- Teachers will have opportunities to participate in professional development to build capacity with instructional strategies.

Person Responsible Eddie Hernandez (eddie.hernandez@pacecenter.org)

Plan to Monitor Effectiveness

Description PACE will monitor the following early warning indicators:

- A score of Level 1 on FSA ELA.
- ELA progress in assigned class(es)
- STAR Assessment data will be monitored
- Lesson plan reviews to insure teachers are developing standards-based lessons.
- Classroom observations to insure teachers are implementing standards-based lessons.

Upon determination of focused concerns and monitoring, PACE will conduct Care Review, parent/guidance outreach, success plans, team meetings and 1:1 Academic Advising/ Counseling intervention(s) to support and improve student success. These components will determine whether we achieved the goal when seeing established metric on an individualized basis, as set by the team within their time of stay at PACE.

Person Responsible Eddie Hernandez (eddie.hernandez@pacecenter.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

PACE works at building positive relationships with families by:

- Increasing parental awareness of school events/initiatives through various media, for example, notices sent home with students, telephone contact, email, and notices mailed
- Creating a more flexible meeting schedule for parent conferences in order to work around parent work schedules and other conflicts
- Increasing teacher communication with parents regarding behavior, academic strengths, and areas for improvement

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

With over 70% of our student enrollment coming from limited or low-income families, PACE provides a holistic approach to meet the individualized needs of each girl enrolled. PACE provides academic and social counseling, to include coaching on social life skills and collaboration with host agencies for mental health support. We utilize SAFE, or Self-defense Awareness & Familiarization Exchange, and community resources, such as employers for collaborative interaction, to support workplace skills as they relate to academic skills. Community resources are utilized to assist with character education and to give our students the skills and tools necessary to be productive citizens,

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

Based on Students' Pupil Progression Plan, the Academic Manager advises students on their specific academic courses relative to their specific academic progression course relative to their specific grade level and cohort year. Counselor have designed a course checklist is designed to track course completion which is presented during the students' initial enrollment. Weekly academic counseling includes individual and group counseling sessions to discuss graduation requirements that are aligned with state benchmarks and Florida State Standards and assessments. Students are given opportunities to discuss their academic plan along with their future interests in order for counselors to create an overall individual graduation plan.

The Academic Manager provides an individualized student framework as outlined in the Comprehensive Developmental Guidance Program that begins in 6th grade to prepare students with career and academic planning along with social and emotional connections which involve parents or guardians in the process. These career and academic goals are tracked each year and finalized before the end of the second semester of students' 8th grade year.

Once each student reaches high school, counselors provide guidelines and curricula that will enable them to complete individual graduation plans that will successfully prepare them for a seamless transition to relevant employment, further training, or post-secondary study by their senior year. The framework of the guidance program shows relevance to the students' goal by meeting the core and elective course requirements as defined by the Florida's Bright Future's Scholarship program.

The Academic Manager offers an additional support system of opportunities for students to attend before or after-school tutoring, character development, career training and/or credit recovery as a result of their individual graduation/academic plan.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

PACE's school leadership ensures the success of all students by setting clear goals using evidence-based measurements. These measurements help shape the criteria used to make resource allocation decisions that warrant sustained funding for pedagogical priorities. Since resources are aligned with outcomes, PACE develops an instructional model parallel to the school and district goal, establishing non-negotiable goals for achievement and instruction, as well as organizing resources in a way to support the instructional model and improve student learning.

PACE school leadership coordinates tutoring services that support student achievement through collaboration with the district office. Entitlements from the Every Student Succeeds Act (ESSA) such as Title I Part A funding, allows school leadership to invest continuously in improving teacher quality and parental involvement. Title I Part D funded programs allow the hiring of supplemental positions to support the sites through programs such as before/after school tutoring, job training, supplies and materials required. Title II Part A helps fund professional development opportunities for teachers. Wraparound services are also provided to all youth that are adjudicated, awaiting adjudication, or are classified as at-risk/high needs, including homeless services (Title X) under the McKinney-Vento Act. These programs are primarily managed by the administrative team, and compliance data managers and monitored internally on a weekly basis.

PACE school leadership promotes continuous use of multiple resources to generate ideas for problem-solving opportunities. Products of this process include the education embedded character curriculum and project-based learning to pique students' interests and maximizing academic time to support relevant career learning (i.e. remedial support) to support/enhance students overall academic performance.

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

School counselors work with students to help guide them toward a career path that matches their skills and personal preferences, while providing academic guidance. School guidance counselors meet with students both in small groups and individually to discuss future plans, investigate careers, post-secondary requirements, and help students seeking financial assistance. The counselors also arrange college and career tech visits, facilitate career and academic fairs, and arrange for students to speak with representatives from post-secondary institutions during the school day. All students attend student/teacher advisory meetings to help build positive relationships with their peers and teachers. Various topics are emphasized by grade level to ensure each student's career courses are meaningful to them, now, in high school, and beyond.

Post-secondary planning begins at the time students are enrolled in school. The school counselor and career coach collaboratively work together to formulate an individual plan to prepare students for a successful transition. Some of the strategies used to advance college and career awareness include the following:

- Facilitate individual and small group sessions to discuss career opportunities and college interests
- Schedule interviews for students with local businesses for employment opportunities
- Arrange college and career visits
- Conduct college and career fairs
- Provide financial aid assistance

- Offer academic guidance
- Connect students with community-based programs for volunteer opportunities

Part V: Budget

Total:	\$500.00
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