Pace Center For Girls, Inc.

2018-19 Schoolwide Improvement Plan

Table of Contents

Pace Center For Girls, Inc.

328 NE 1ST AVE STE 500, Ocala, FL 34470

[no web address on file]

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	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	62%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Marion 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, counseling, training and advocacy.

Provide the school's vision statement.

PACE values all girls and young women, believing each one deserves an opportunity to find her voice, achieve her potential and celebrate a life defined by responsibility, dignity, serenity and grace.

School Leadership Team

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

Name	Title
Savage, Carole	Principal
Busby, Ann	Other
Vollmer, Kimberly	Other
Williams, Julie	Other

Duties

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

PACE Marion leadership meet weekly to discuss and make programmatic decisions based on the data that we gather and analyze in our teams. Our goal is to keep student growth and change at the forefront of our thinking and decision making by developing strategies to effectively utilize data and implement innovative strategies.

PACE model processes to support positive outcomes for our girls. As leaders in our program, we create a trusting environment that creates opportunities for staff to collaborate, making it safe to tell the truth and to work together synergistically to arrive at the best possible solution that will foster our growth and change to increase our effectiveness.

Carole Savage is the Executive Director supervising all aspects of PACE. She does budgeting and overseeing of personnel on the social and academic side. Ms. Savage leads board meetings and coordinates the community leaders with our school.

Ann Busby is the academic manager, which encompasses the roles of principal, guidance counselor, hiring manager, assistant principal and testing coordinator. Academic meetings are held weekly and are led by the Academic Manager. The management team provides monthly meetings for the full staff. Monthly teacher supervision meeting are held with teachers and sharing of concerns and ideas are shared. Teacher concerns are taken to meetings for group decision making with all aspects of the problems are discussed and resolved.

Kimberly Vollmer is the Program Director that oversees both the academic and program teams and

provides the day to day oversight for the center.

Julie Williams is the Business Manager that oversees new hire training, personnel files, purchase orders, inventory and our center budget.

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	2	3	2	4	9	8	28
One or more suspensions	0	0	0	0	0	0	0	1	3	1	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	2	3	2	4	5	5	21
Level 1 on statewide assessment	0	0	0	0	0	0	0	3	2	0	3	3	0	11

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	3	3	3	5	9	4	27

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	3	3
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Wednesday 8/29/2018

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	1	6	11	4	9	4	35
One or more suspensions	0	0	0	0	0	0	1	1	4	10	2	10	8	36
Course failure in ELA or Math	0	0	0	0	0	0	1	1	9	12	3	11	9	46
Level 1 on statewide assessment	0	0	0	0	0	0	1	0	2	4	1	5	3	16

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	1	1	8	12	3	12	9	46

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	1	6	11	4	9	4	35
One or more suspensions	0	0	0	0	0	0	1	1	4	10	2	10	8	36
Course failure in ELA or Math	0	0	0	0	0	0	1	1	9	12	3	11	9	46
Level 1 on statewide assessment	0	0	0	0	0	0	1	0	2	4	1	5	3	16

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	1	1	8	12	3	12	9	46

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?

In determining the data component that performed the lowest, we looked at both the student's FSA ELA and Math assessment scores, as well as their entry and progress monitoring data that PACE utilizes which is the STAR assessment. According to the data, the component that performed the lowest was Reading Math Achievement. This is a trend in our center as we provide academic services to 72 girls in grades 6-12 who are academically underachieving when they come to us. They often lack the foundational skills necessary to make growth from one achievement level to the next while with us but will make Learning Gains in both areas.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from prior year was the ELA Lowest 25th Percentile and the Math Lowest 25th Percentile. This is due in part to our changing student population. Our students come to us with a variety of risk factors. This year we do not have as many students in the lowest 25th percentile for either math or reading whereas the previous year those numbers were higher.

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

The data component that had the biggest gap when compared to the state average was science achievement. At PACE, students in the 8th grade take the FCAT Science assessment and the 10th

grade Biology EOC. Many of our students lack the foundational skills necessary to be proficient in reading and math; therefore they struggle with being successful in Science as well.

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

The data component that showed the most improvement is ELA Learning Gains.

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

Last year our Intensive Reading teacher began implementing a new curriculum and together with our 12 week progress monitoring plans, bi-monthly data tracking sessions with students and groupings, we saw a marked increase in the number of girls who made learning gains on both the STAR and the ELA if they took the assessment while still with us.

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%	44%	56%	0%	42%	52%
ELA Learning Gains	0%	48%	53%	0%	40%	46%
ELA Lowest 25th Percentile	0%	37%	44%	0%	30%	38%
Math Achievement	0%	44%	51%	0%	37%	43%
Math Learning Gains	0%	42%	48%	0%	35%	39%
Math Lowest 25th Percentile	0%	31%	45%	0%	32%	38%
Science Achievement	0%	60%	67%	0%	63%	65%
Social Studies Achievement	0%	67%	71%	0%	65%	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)	2 (1)	3 (6)	2 (11)	4 (4)	9 (9)	8 (4)	28 (35)
One or more suspensions	0 (1)	1 (1)	3 (4)	1 (10)	0 (2)	0 (10)	0 (8)	5 (36)
Course failure in ELA or Math	0 (1)	2 (1)	3 (9)	2 (12)	4 (3)	5 (11)	5 (9)	21 (46)
Level 1 on statewide assessment	0 (1)	3 (0)	2 (2)	0 (4)	3 (1)	3 (5)	0 (3)	11 (16)

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						

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				
09	2018					
	2017					
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					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
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	Develop and enhance quality assessment plans to effectively capture student achievement data as measured by local and state assessments
Rationale	To help teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions, to help teachers identify students who are at risk academically and adjust instructional strategies to better meet the students needs and to ensure that the students are aware of their own progress and to ensure that the rate of progress is able to be maintained to meet the identified goals and objectives by the target date set.
Intended Outcome	If PACE develops and enhances quality progress monitoring plans to capture student achievement data as measured by local and state assessments, then teachers will be able to use the data to continually evaluate the effectiveness of their instruction and make more informed decisions. ELA Reading Learning Gains will increase across grades 6-12 from 39% to 49%. Math Learning Gains will increase from 23% to 33%.
Point Person	Ann Busby (ann.busby@pacecenter.org)

Action Step	
Description	1. Upon entry and at 12 week intervals, students will participate in local assessments to identify their strengths and areas for growth in reading and math. Entry, 12 week and exit test results are shared with the teachers by the Academic Manager who distributes a diagnostic report to the reading teacher, the language arts teacher, the math teacher and the girl's adviser. Using the diagnostic reports and input from the teachers, the adviser writes initial literacy, math and vocational goals for the girl. At the 12 week interval, the adviser will update the plan, adding new goals as old ones are met and adjusting target dates as needed. The classroom teachers, using the diagnostic reports will adjust the instruction accordingly to meet the needs of the girl.

2. Teachers will identify students who are at risk academically and adjust instructional strategies to better meet the students needs. PACE utilizes Mastery Based Instruction plans and formats. Each student's academic progress is reviewed weekly in these courses with them. Each student's strengths and weaknesses are reviewed weekly for the first four weeks of enrollment with the Care Review Team and then once monthly. During these meetings, strategies, interventions and techniques are discussed and shared to help target the areas for growth for each girl.

3. Every 14 days students will meet with their advisor to review their goals and objectives, to write new goals and objectives as they are met and to use data tracking points to show progress. During each Progress Monitoring session, a goal and it's objectives will be reviewed (literacy, math or vocational). Data Tracking points will be entered into the PMP, goal progress monitored and new goals set as needed. All this is to be documented in the Progress Monitoring Plan in our software, Efforts to Outcomes (ETO). |
| **Person Responsible** | Ann Busby (ann.busby@pacecenter.org) |

Plan to Monitor Effectiveness	
Description	Academic Manager is required by policy to review each initial and updated Progress Monitoring Plan for compliance (ie SMART Goal format, data tracking points and advising sessions taking place) and will monitor to ensure that entry, interval and exit testing occurs and is documented according to policy. Academic Manager is present at all Care Review Meetings which are documented in ETO.

Person Responsible	Ann Busby (ann.busby@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.

All parents are expected to engage actively in the education of their child. This will occur through the following:
1. New and returning student orientation
2. Monthly parent meetings
3. Level Ceremonies monthly
4. Parent/teacher conferences
5. Monthly parent newsletter
6. Personal call to all students that are not in attendance daily.

PACE Center for Girls works to build positive relationships with the community through community education programs, volunteer recruitment and coordination, public awareness activities, volunteer training, and community education presentations throughout the county. This is accomplished through but not limited to: marketing and public relations, events, internet and social media communications, and cultivation of new volunteers and organizations to assist our program needs.

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.

Each girl that attends is assigned a counselor that helps provide behavioral and emotional support for the girl and their family. PACE supports the family by offering a resource room for parents that assists parents in learning about their child's emotional needs. Counselors do home visits and make recommendations for out of school counseling.

Large group counseling sessions are conducted at least twice monthly. Counseling groups for students that are "moms" are scheduled as needed. Small groups are addressed as situations arise with like needs. Family counselors visit the site and also offer needed services. Many mentors volunteer through our program helping girls job shadow, learn new skills or provide rewards.

Group presentations are made from community mental health providers.Spirited girls classes address social and emotional needs taught through the PACE curriculum model.Volunteers visit weekly to provide individual tutoring in all subjects. Currently our volunteer has promoted a math club assisting girls obtain basic math and working on EOC objectives.Tutoring is provided to students up to 5 years after leaving the program.

Students earn points daily for exhibiting our core values and principles and carry a "point card" from

class to class daily to track their progress. Monthly and as needed students are able to use their points to shop for wants and needs in our Point Store. Quarterly we also hold a Point Auction in which new items of interest to girls 12-18 are purchased and auctioned off to the highest bidder.

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

Upon enrollment at PACE the transition planning is implemented. Goals are set and timelines listed. The district has assigned a district transition specialist to work with girls nearing transition enlightening their understanding of the credits needed and accomplished. The school of transition is notified and paperwork emailed by the transition coordinator. When transitioning the student and parent come to a meeting and all necessary information is shared and copies sent home. The Transition Specialist can meet with the student and the parent at the base school to ensure a smooth process. The Transition Specialist has also followed up with the students 30/60/90 after leaving PACE to provide support.

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 Marion's leadership team meets weekly to review all aspects of the day to day operations of the center to include, but not limited to: available personnel, monetary resources, inventory of materials, software and hardware, policy and legislation surrounding the program, and much more. These meetings are led by either Carole Savage, Regional Executive Director or Kimberly Vollmer Smith, Program Director. Julie Williams-Business Manager is responsible for the inventory of resources within the center; however, each manager is responsible for the oversight of personnel resources on their team.

Title I Part D - funds are used to support parent involvement and supplement all areas of the curriculum.

DJJ - funds to support daily operations.

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

The students are scheduled daily in "advisee" class where students go over road maps of their classes completed and classes needed. Transition specialist comes to the school weekly to help assess students needs for future coursework and transitions back to high school.
Speakers from colleges address students.
Field trip to UF for law week are in place.
Business partners plan short large group assemblies.
Teachers volunteer to accompany students to the college night put on by the district.

Part V: Budget

Total:	**$0.00**