

Orange County Public Schools

Pace Center For Girls



2019-20 Schoolwide Improvement Plan

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Pace Center For Girls

728 GEAR LAKE AVE, Orlando, FL 32803

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

Demographics

Principal: William Tovine

Start Date for this Principal: 7/16/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

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

School Grades History

Year
Grade

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community. Pace provides girls and young women an opportunity for a better future through education, counseling, training and advocacy.

Provide the school's vision statement.

To be the top producer of successful students in the nation, while finding the great in every girl.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Tovine, William	Principal	<p>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.</p> <p>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.</p>
Johnson, Rosene	Other Administrative Support	Ms. Johnson serves as the Executive Director of Pace Center for Girls, Orange and leads the agency.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	8	10	9	19	11	0	57
Attendance below 90 percent	0	0	0	0	0	0	0	4	7	7	11	7	0	36
One or more suspensions	0	0	0	0	0	0	0	3	1	4	5	2	0	15
Course failure in ELA or Math	0	0	0	0	0	0	0	2	8	6	12	3	0	31
Level 1 on statewide assessment	0	0	0	0	0	0	0	6	3	4	6	2	0	21

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	6	8	6	12	6	0	38

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

FTE units allocated to school (total number of teacher units)

5

Date this data was collected or last updated

Monday 7/22/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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 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	1	4	2	4	5	0	16

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
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 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	1	4	2	4	5	0	16

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	55%	56%	0%	51%	53%
ELA Learning Gains	0%	53%	51%	0%	46%	49%
ELA Lowest 25th Percentile	0%	40%	42%	0%	34%	41%
Math Achievement	0%	43%	51%	0%	34%	49%
Math Learning Gains	0%	49%	48%	0%	33%	44%
Math Lowest 25th Percentile	0%	46%	45%	0%	33%	39%
Science Achievement	0%	70%	68%	0%	64%	65%
Social Studies Achievement	0%	73%	73%	0%	67%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	8 (0)	10 (0)	9 (0)	19 (0)	11 (0)	0 (0)	57 (0)
Attendance below 90 percent	0 (0)	4 (1)	7 (6)	7 (5)	11 (7)	7 (6)	0 (0)	36 (25)
One or more suspensions	0 (0)	3 (0)	1 (0)	4 (0)	5 (0)	2 (0)	0 (0)	15 (0)
Course failure in ELA or Math	0 (0)	2 (0)	8 (0)	6 (0)	12 (1)	3 (0)	0 (0)	31 (1)
Level 1 on statewide assessment	0 (0)	6 (1)	3 (5)	4 (2)	6 (2)	2 (0)	0 (0)	21 (10)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Analysis

Data Reflection

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

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

The data that showed the lowest performance attendance below 90 percent. Over 80% of our students showcased attendance below 90 percent. Our middle school enrollment has nearly 50% of the students with attendance below 90 percent. Contributing factors include transportation, mental health challenges and lack of parental support.

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

The data component that showed the greatest decline from the prior year was students receiving level 1 on statewide assessment. Reviewing the grades, these are also grades with several students with very low attendance. A positive correlation between attendance and the student assessment scores can be deduced.

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

Data is not available at this time for review.

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

The data component that showed the most improvement was fewer students (15%) with a course failure in ELA or Math. We contribute this to having two certified teachers and a district instructional assistant supporting in those classes.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The greatest area of concern is with attendance below 90 percent. For our girls, the key to their success in the program, both academically and socially, is for them to be in attendance to receive the services.

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

1. Attendance
2. Level 1 on statewide assessment
3. Course Failure Improvement
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Improve the attendance of students in the prevention services program
Rationale	<p>Based on 2018-2019 school data, 88% of students demonstrate an attendance below 90 percent. This data is derived from weekly attendance data entered into Pace Impacts, Pace's student data management system. On a monthly basis, specific KPI's including attendance rates are calculated by the organization's national Enterprise Information Services team and distributed to organizational management staff. Pace Orange has consistently showcased low attendance values the past two years.</p> <p>To improve graduation rates and in order for the students to fully benefit from the comprehensive academic and social services provided within the program, student attendance must improve dramatically. Based on prior year data, it is determined that additional strategies and interventions are needed to increase student attendance on a daily basis.</p>

State the measurable outcome the school plans to achieve	For the 2019-2020 school year, the percentage of students at Pace demonstrating attendance below 90% will decrease 10% (from 88% to 78%).
Person responsible for monitoring outcome	Rosene Johnson (rosene.johnson@pacecenter.org)
Evidence-based Strategy	<p>The Trans theoretical Model of Behavior Change describes the change process for each girl in all programs. Research shows that girls go through a series of stages when modifying behavior. Assessing the stage of change for each girl is an essential on-going process, so that programming and interventions can be individualized appropriately according to the stage of change. The stages of change, which can occur in any fluid order, allow the girl the ability to develop intrinsic motivation to change her behavior in a supportive and nurturing environment.</p> <p>Within the classroom, these strategies will include individualized instruction, project-based learning opportunities to increase student engagement, and multi-tiered learning approaches to support sensory learning needs of students and social emotional regulation. In addition, Pace provides a small group environment to focus on individual needs more readily and consistently.</p> <p>The Trans Theoretical Model of Behavior Change is the core of Pace programming based on the work of Prochaska and DiClemente.</p>
Rationale for Evidence-based Strategy	<p>Specifically this model reinforces working with each girl individually to address barriers and opportunities to behavior modification, including increasing school attendance. Our counseling staff use this model as the basis for social emotional goal plans for each girl that address barriers in these domains. Similarly, each girl is assigned an academic advisor whom is responsible for developing academic goals for each girl. These academic goals will include goals for attendance that will help support further academic progress.</p> <p>By working with each student individually through the process of change, through mental</p>

health counseling and academic advising, it is expected that girls will improve their attendance rate by removing and/or helping them overcome their specific barriers or obstacles documented within their goal plans.

Action Step

1. Define students for intervention
In working with the academic and social services staff identify students at greatest need for intensive services.
2. Work with social services staff to update student goals and interventions to include increasing attendance
Care plans are developed for students upon admission and throughout the program in connection with bi-weekly counseling sessions. These sessions will serve as an opportunity to incorporate this goal into the work the student is working on with their counselor.
3. Provide teachers additional support with instructional assistants in the classroom.
Instructional assistants help provide a deeper 1:1 student support ratio, which is paramount in the retention and attendance of our girls.
4. Assess individualized interventions and revise where needed
5. Incorporate incentives and rewards into goal plans
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

Description

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.

In line with our guiding principles and philosophy, Pace supports cultural responsiveness by engaging students and staff to participate in effective communication around their needs to ensure success. Our culture is embedded in practices, in response to those needs, that create a caring environment for girls through small class sizes, individual counselors and dedicated advisers to support their needs. We infuse purpose in our practices by creating goal plans (social and academic) for each student and updating those plans regularly to document achievement and invoke challenge for the girls as they progress. We focus on learning through project based activities in the classroom, experiential learning outside of the classroom and dedicated instructional assistants to support the needs of diverse learners. Finally, we seek a results oriented culture through review of assessments and additional data used to guide classroom practice, daily routines, and operations.

Person Responsible

Rosene Johnson (rosene.johnson@pacecenter.org)

#2	
Title	Increase Student Achievement in ELA
Rationale	Previous school year data indicates 10% of students enrolled at Pace Center for Girls were proficient on the FSA ELA assessment. Additional interventions will be implemented to increase student achievement in this area.

State the measurable outcome the school plans to achieve	For the 2019-2020 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%)
Person responsible for monitoring outcome	Britney Miller (britney.miller@pacecenter.org)
Evidence-based Strategy	<p>The Trans theoretical Model of Behavior Change describes the change process for each girl in all programs. Research shows that girls go through a series of stages when modifying behavior. Assessing the stage of change for each girl is an essential on-going process, so that programming and interventions can be individualized appropriately according to the stage of change. The stages of change, which occur in any fluid order, allow the girl the ability to develop intrinsic motivation to change behavior in a supportive and nurturing environment.</p> <p>These strategies will include individualized instruction, project-based learning opportunities to increase student engagement, and multi-tiered learning approaches to support sensory learning needs of students and social emotional regulation. Specifically, support for reducing test taking anxiety and school related anxiety barriers expressed by girls that impact student performance. In addition, Pace provides a small group environment to focus on individual needs more readily and consistently.</p>
Rationale for Evidence-based Strategy	The Trans Theoretical Model of Behavior Change is the core of Pace programming based on the work of Prochaska and DiClemente.

Action Step

Description	<ol style="list-style-type: none"> 1. Students will have a certified ELA teacher in class to teach standards-based lessons along with supplemental technology and tutorial opportunities: 2. Facilitation of Edgenuity supplemental software 3. Project Based Learning lessons 4. An Instructional Assistant will be provided to the ELA classroom to provide more direct support . 5. Teachers will have opportunities to participate in professional development to build capacity with instructional strategies. <p>PACE will monitor the following early warning indicators:</p> <ul style="list-style-type: none"> - A score of Level 1 on FSA ELA. - ELA progress in assigned class(es) - STAR Assessment data will be monitored
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- 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 Rosene Johnson (rosene.johnson@pacecenter.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

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. 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.

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.

PACE provides academic and social counseling, to include coaching on social life skills and collaboration with host agencies for mental health support. The Academic Manager, in collaboration, with the Social Services Manager works to create an individualized goal plan taking into account the girls social and emotional needs as assessed by her counselor upon intake. Each student is assigned a mental health counselor to assist with helping the student fulfill their social emotional goals by developing healthy coping strategies, behavior modification, developing appropriate relationships and learning how to request and receive feedback in a classroom environment.

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

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 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.

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

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

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,

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Improve the attendance of students in the prevention services program	\$0.00
2	III.A.	Areas of Focus: Increase Student Achievement in ELA	\$0.00
Total:			\$0.00