

Achua County Public Schools

Pace



2019-20 Schoolwide Improvement Plan

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Pace

1010 SE 4TH AVE, Gainesville, FL 32601

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

Demographics

Principal: Natalya Bannister

Start Date for this Principal: 10/8/2014

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	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students* 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	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* 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 Alachua 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>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>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.

Pace Center for Girls, Inc. 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	Job Duties and Responsibilities
Ponder, April	Principal	<p>April Ponder our Academic Manager, oversees the entire academic program, from intake and the creation of Progress Monitoring Plans for each girl, to managing our graduation cohorts. Our Academic Manager is a licensed school psychologist and is responsible for administering all standardized tests to our girls and serves as the liaison between Pace, SBAC and DJJ, monitoring our compliance as it relates to their contracts (including Title 1). She oversees the curriculum and the professional development, credentialing and instructional development of our teachers. She implements our behavioral intervention and positive incentive program and provides support to students and parents. She manages our interns and volunteers, and ensures that each girl at Pace has all of the academic support she needs to succeed. She is responsible for tracking the progress of each girl and keeping records (including credits and transcripts) to comply with audits. She develops and manages our school schedule and additional programming beyond academics. Lastly, the Academic Manager works with students with individual learning needs and educational disabilities via Exceptional Student Education (ESE) and Individualized Education Plans (IEP's)</p>
Bannister, Natalya	Other	<p>Responsible for the leadership, direction and long-term viability of a gender responsive prevention and intervention program that serves at-risk girls. In partnership with the Board of Directors, lead the strategic planning process, formulate the agency's vision and strategic direction, initiate growth and management strategies, and approve all major financial management and donor acquisition initiatives. Provide leadership to staff and oversee gender-responsive program design and delivery based on current research and ensure the effective collection and analysis of data to drive decision-making.</p>
Noworski, Michael	Attendance/ Social Work	<p>Assesses the psycho-social needs of girls and educates staff regarding appropriate services and possible referrals.</p> <ul style="list-style-type: none"> · Ensures case management services are provided; provides training to ensure support services and <p>required documentation is maintained by supervised staff in ETO and other appropriate places as necessary.</p> <ul style="list-style-type: none"> · 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.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> · 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.
Bone, Jessica	Attendance/ Social Work	<ul style="list-style-type: none"> Assesses student transition needs and educate staff regarding appropriate services. · Provides counseling, clinical consultation, crisis intervention, or therapy to girls and families. · Facilitates new employee orientation training. · Ensures that all disclosure of abuse and neglect are reported accurately. · Communicates and updates daily activities. · Oversees the training and supervision of interns and volunteers in the transition services department and ensures their performance meets the needs of the girls served. · Provides supervisory guidance to staff through coaching and role modeling. · Monitors the outside service providers. · Recommends for hire, trains, supervise and evaluate transition services staff. · Directs and supervises transitional services for PACE.
Dagher, Baria	Teacher, K-12	<ul style="list-style-type: none"> Keeps up to date regarding curriculum content. · Understands how to plan for effective classroom instruction by utilizing higher level thinking/reasoning skills, central concepts, tools of inquiry, and structure of the discipline and developmental tasks.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> · Creates learning experiences which foster meaningful learning experiences for girls. · Creates lesson plans that effectively utilize all materials and resources available to achieve the objectives <p>of the curriculum and adheres to Sunshine State Standards and district pupil progression.</p> <ul style="list-style-type: none"> · Plans assessment and monitors progress of student learning effectively. · Monitors girls' understanding of the curriculum

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	7	7	9	7	10	10	50
Attendance below 90 percent	0	0	0	0	0	0	0	1	1	4	1	2	0	9
One or more suspensions	0	0	0	0	0	0	0	1	0	0	2	4	0	7
Course failure in ELA or Math	0	0	0	0	0	0	0	1	1	1	0	4	0	7
Level 1 on statewide assessment	0	0	0	0	0	0	0	6	4	7	4	6	6	33

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	3	1	4	2	5	0	15

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	3	4	1	1	1	10
Students retained two or more times	0	0	0	0	0	0	0	0	3	3	1	1	0	8

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

6

Date this data was collected or last updated

Friday 8/16/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

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	0	0	0	0	0	0	0
One or more suspensions	0	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	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

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

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%	59%	56%	0%	57%	53%
ELA Learning Gains	0%	52%	51%	0%	54%	49%
ELA Lowest 25th Percentile	0%	39%	42%	0%	42%	41%
Math Achievement	0%	54%	51%	0%	47%	49%
Math Learning Gains	0%	54%	48%	0%	41%	44%
Math Lowest 25th Percentile	0%	48%	45%	0%	32%	39%
Science Achievement	0%	68%	68%	0%	65%	65%
Social Studies Achievement	0%	75%	73%	0%	74%	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)	7 (0)	7 (0)	9 (0)	7 (0)	10 (0)	10 (0)	50 (0)
Attendance below 90 percent	0 ()	1 ()	1 ()	4 ()	1 ()	2 ()	0 ()	9 (0)
One or more suspensions	0 (0)	1 (0)	0 (0)	0 (0)	2 (0)	4 (0)	0 (0)	7 (0)
Course failure in ELA or Math	0 (0)	1 (0)	1 (0)	1 (0)	0 (0)	4 (0)	0 (0)	7 (0)
Level 1 on statewide assessment	0 (0)	6 (0)	4 (0)	7 (0)	4 (0)	6 (0)	6 (0)	33 (0)

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)	CS&I
OVERALL Federal Index – All Students	7
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	41
Total Components for the Federal Index	6
Percent Tested	66%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	8
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	7
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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 component that indicated the lowest performance was obtained achievement scores on the standardized FSA grade level English Language Arts, Mathematics, and End-of Course assessments. Based on available data for our current enrolled students, 66% of our students (33/50) obtained a Level 1 (out of 5) on the aforementioned tests. In addition, there was a disproportionately low academic performance achieved by African-American students and economically disadvantaged students. There are several factors that contributed to low academic performance. Students enrolled at PACE are significantly below grade level expectations in the area of Reading Comprehension and Writing because of adverse childhood experiences. Due to traumatic backgrounds, students have significant deficits as it relates to reading and writing skills. Additional factors include low intrinsic academic motivation; difficulty making connections to the text; truancy; and limited vocabulary, writing, and calculation skills.

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

N/A

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.

<https://www.floridacims.org/downloads?category=sip>

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

N/A

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

FSA Reading and Math scores and academic performance of African-American students.

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

1. Increasing FSA Reading and Math scores
2. Decreasing high school drop out rate (evidenced by number of high school diplomas and GED's earned)
3. Increasing school attendance
4. Parent engagement
5. Career readiness

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Standardized Reading and Math Scores
Rationale	Based on the need assessment and data analysis, our students have demonstrated the lowest academic performance with obtained scores on grade level FSA Reading and Math assessments. There was a disproportionate low performance with African-American students and their non-black counterparts.
State the measurable outcome the school plans to achieve	- We will reduce the percentage of students who achieved a Level 1 on the FSA Reading and Math tests from 66% to 45% or lower -50% of students will perform within <1 year of their grade level or higher in the area of Reading as assessed by STAR, Common testing, and Lexile scores
Person responsible for monitoring outcome	April Ponder (april.ponder@pacecenter.org)
Evidence-based Strategy	Small group differentiation; EOC/Pert boot camp; Florida Ready supplemental curriculum; novel studies; Achieve 3000; positive reinforcement
Rationale for Evidence-based Strategy	All strategies and interventions are evidenced based and have research to demonstrate effectiveness.
Action Step	
Description	<ol style="list-style-type: none"> 1. Reading Teacher will deliver intensive intervention and remediation to all students during Intensive Reading. Intervention will target specific skills deficits and progress will be monitored frequently. 2. Language Arts teacher will designate a portion of language arts instruction specifically to vocabulary building. 3. Reading Teacher will develop and implement lesson plans with student interest in mind and include hands on activities 4. Students will be assessed frequently on reading skills (Star- every 12 weeks; Lexile- quarterly) 5. Afterschool tutoring
Person Responsible	April Ponder (april.ponder@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).

N/A

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.

Throughout the year, Pace Alachua will facilitate several initiatives to foster parent engagement. These include the dissemination of information regarding events in the community; student showcases (twice per school year); Open House; newsletters; and parent conferences. In addition, the parents of all students are intimately involved and meet monthly with counselors to review, discuss, and modify the student's plan of progress. This is done in a collaborative environment in which the student is an active participant.

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.

In order to meet the social-emotional of our students, the following supports will be implemented: Counseling Groups (small group/individual counseling); Individual counseling on a bi-weekly basis; homeroom; mentoring activities; Culture Circle; and the Growth and Change behavior system.

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

For our transitioning and future students, the following procedures are put into place: individualized academic and social-services transition plans and placement assistance. Pace will also engage in a strategic and thorough planning process which will guide students through all of their educational placement options and plans. Intake Counselor and Transition Services Manager will initiate and provide follow-up consultations to offer support and guidance during post-transition.

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.

Resources will be allocated based on a review of needs, curriculum planning, finance meetings with Administration, DJJ slot funding, and FTE attendance. Budget allocation and planning has already been completed for this fiscal year by the Executive Director and Senior Accountant at Pace. Overall funding sources include the Department of Juvenile Justice (which is used for student costs and salaries for the Social Services team); FI DOE (which funds academic team salaries and student instructional materials); grants; and private fundraising (which covers additional administrative costs). The budget is finalized by the Executive Leadership Team prior to each fiscal year and is monitored monthly by the Executive Director and Office Manager.

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

Every student is required to take various career and vocational assessments (ONET and My Career Shines) to qualitatively and quantitatively assess the student's career and educational interests, skills, and goals. Academic Advisors use the aforementioned data to create individualized Vocational goals on the student's Progress Monitoring Plan (PMP). Furthermore, all students will be exposed to their respective career and post high school educational interests. This will be achieved through field trips, presentations, pairing of students with mentors (in a similar career), and research/reflection activities. Activities will be facilitated through the Spirited Girls classroom.