Pace Center For Girls Clay

2019-20 Schoolwide Improvement Plan

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Pace Center For Girls Clay

1241 BLANDING BLVD, Orange Park, FL 32065

www.pacecenter.org

Demographics

Principal: Cristina Helbing

Start Date for this Principal: 8/21/2015

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)	75%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White 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 Clay 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

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	%

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

School Grades History

Year

Grade

School Board Approval

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SIP Authority

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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.

Values and Guiding Principles
1. Honor the Female Spirit
2. Invest in the Future
3. Value the Wisdom of Time
4. Act With Integrity and Positive Intent
5. Embrace Growth and Change
6. Focus on Strengths
7. Exhibit Courage
8. Seek Excellence
9. Create Partnerships

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.

It is the policy of PACE to serve girls ages 11-17 years old who are at risk of school failure and/or dropout and/or involvement in the Juvenile Justice system. To determine if PACE is the most appropriate placement, based on the girl's assessed needs; a designated staff member will administer a needs assessment which includes a suicide risk screening component to the girl during the Intake interview. PACE utilizes the Prevention Assessment Tool (PAT) as the needs assessment at intake. The PAT is an instrument designated and approved by the Department of Juvenile Justice.
PACE will make every attempt to provide services to at-risk girls. However, PACE may not be able to effectively meet the needs of all girls referred. In the event that PACE is not the most appropriate placement, a referral to a more suitable placement for the girl will be offered by designated PACE staff. Girls are accepted into the program regardless of race, color, religion, creed or sexual orientation. The decision to attend PACE is a voluntarily decision made by each individual girl and her parent/guardian. In some instances, PACE accepts court ordered placements in accordance with local contracts and girls' needs.
There is no charge for girls to attend PACE. When applicable, PACE may assist with necessary student expenses including bus fare, school supplies, and lunch if needed.

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
Shadrick, Destani	Other	Executive Director Destani.shadrick@pacecenter.org Works with CCDS for the development of our district contract. She is also responsible for the areas of financial resources development for the entire program.
Reynolds, Carla	Principal	Carla.reynolds@pacecenter.org Serves as PACE Clay's primary instructional leader at PACE Center for Girls. She supports class instruction and teachers, developing schedules for students, and cohorts for effective placement of the girls in the classroom setting. She coordinates testing and proctors test. She serves as a liaison for ESE, ESOL, and all educational services provided by CCSD. She collaborates with the Program Director and Social Service Team on projects pertaining to the girls that need additional support. We share in decision making for behavioral concerns and classroom management.
Woodberry, Sylvia	Other	Social Services Manager Manages the social service staff and provide administrative control of day-to-day crisis and case management. Updates and submits Juvenile Justice Information Systems data and reporting.
Wagner, Tiffany	Other	Business Manager Tiffany Wagner is the Business Manager for PACE Center for Girls Clay. She is responsible for financial management, contract management, facility and vehicle management, staff training, and overseeing most administrative tasks.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	1	4	8	15	6	7	1	42
Attendance below 90 percent	0	0	0	0	0	0	1	2	2	6	4	3	1	19
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	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	2	4	0	1	1	0	8
	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	

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	0	
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)
6

Date this data was collected or last updated
Wednesday 8/21/2019

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	
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	0	0	0	
Level 1 on statewide assessment	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	

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%	60%	56%	0%	54%	53%
ELA Learning Gains	0%	52%	51%	0%	50%	49%
ELA Lowest 25th Percentile	0%	39%	42%	0%	40%	41%
Math Achievement	0%	55%	51%	0%	60%	49%
Math Learning Gains	0%	46%	48%	0%	51%	44%
Math Lowest 25th Percentile	0%	38%	45%	0%	37%	39%
Science Achievement	0%	73%	68%	0%	63%	65%
Social Studies Achievement	0%	81%	73%	0%	78%	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	1 (0)	4 (0)	8 (0)	15 (0)	6 (0)	7 (0)	1 (0)	42 (0)
Attendance below 90 percent	1 ()	2 ()	2 ()	6 ()	4 ()	3 ()	1 ()	19 (0)
One or more suspensions	0 (0)	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)	0 (0)
Level 1 on statewide assessment	0 (0)	2 (0)	4 (0)	0 (0)	1 (0)	1 (0)	0 (0)	8 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (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	26
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	157
Total Components for the Federal Index	6
Percent Tested	73%

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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
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	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
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.

Students at Pace earn a yearly program. All students are at risk for attendance, mental health, and juvenile justice involvement, therefore all components are low at entrance.

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

There is no data to compare.

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.

There is no data to compare.

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

There is no data to compare.

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

Attendance is an area of concern.

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

1. Increase student attendance
2. Improve academic achievement
3. Make progress on social service goals
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Results
Rationale	Improve Key Performance Indicator (KPI) data.
State the measurable outcome the school plans to achieve	Achieve at least 80% in each category.
Person responsible for monitoring outcome	Destani Shadrick (destani.shadrick@pacecenter.org)
Evidence-based Strategy	KPI data provided by the National Office of Pace Center for Girls.
Rationale for Evidence-based Strategy	The KPI determines if a girl is successful based upon things like academic improvement, graduation, earned credits, attendance rate, increase in STAR testing, and progress with career goals and social services goals.

Action Step

Description	1. working one on one with students to increase academic performance 2. making sure girls know and understand their social services goals 3. leadership meets monthly to review KPI data 4. bi-weekly academic advising 5. weekly care review meetings to discuss student progress and needs
Person Responsible	Destani Shadrick (destani.shadrick@pacecenter.org)

#2

Title	Culture
Rationale	Create a culture where people feel valued, supported, safe, capable and connected
State the measurable outcome the school plans to achieve	Improve the Net Promoter Score by 10%
Person responsible for monitoring outcome	Destani Shadrick (destani.shadrick@pacecenter.org)
Evidence-based Strategy	12 Question Survey
Rationale for Evidence-based Strategy	The 12 Question Survey is administered to all girls twice a year to determine if girls would recommend Pace Center for Girls.

Action Step

Description	1. Girls Leadership Council provides activities for girls to participate in 2. Initiated Interact Club to provide opportunities for girls to serve in the community 3. Initiated Summer Clubs for girls to feel connected 4. Initiated a Threat Assessment Team 5. Initiated an Active Shooter Plan
Person Responsible	Destani Shadrick (destani.shadrick@pacecenter.org)

#3	
Title	Accountability
Rationale	Assumes responsibility for increasing each girl's sense of personal power through the implementation of two strategies for increasing girls protective factors.
State the measurable outcome the school plans to achieve	Decrease risk factors by 20%
Person responsible for monitoring outcome	Destani Shadrick (destani.shadrick@pacecenter.org)
Evidence-based Strategy	Self-efficacy test
Rationale for Evidence-based Strategy	We administer a pre self-efficacy and a post self-efficacy test.

Action Step	
Description	1. Administer pre and post self-efficacy test biannually 2. Developed the Risk and Protective Factors Action Plan 3. 4. 5.
Person Responsible	Sylvia Woodberry (sylvia.woodberry@pacecenter.org)

#4	
Title	Culture
Rationale	Create a culture where people feel valued, supported, safe, capable and connected
State the measurable outcome the school plans to achieve	Improve the Net Promoter Score by 10%
Person responsible for monitoring outcome	Destani Shadrick (destani.shadrick@pacecenter.org)
Evidence-based Strategy	12 Question Survey
Rationale for Evidence-based Strategy	The 12 Question Survey is administered to all girls twice a year to determine if girls would recommend Pace Center for Girls.

Action Step	
Description	1. Girls Leadership Council provides activities for girls to participate in 2. Initiated Interact Club to provide opportunities for girls to serve in the community 3. Initiated Summer Clubs for girls to feel connected 4. Initiated a Threat Assessment Team 5. Initiated an Active Shooter Plan
Person Responsible	Destani Shadrick (destani.shadrick@pacecenter.org)

#5	
Title	Accountability
Rationale	Assumes responsibility for increasing each girl's sense of personal power through the implementation of two strategies for increasing girls protective factors.

State the measurable outcome the school plans to achieve	Decrease risk factors by 20%
Person responsible for monitoring outcome	Destani Shadrick (destani.shadrick@pacecenter.org)
Evidence-based Strategy	Self-efficacy test
Rationale for Evidence-based Strategy	We administer a pre self-efficacy and a post self-efficacy test.

Action Step	
Description	1. Administer pre and post self-efficacy test biannually 2. Developed the Risk and Protective Factors Action Plan 3. 4. 5.
Person Responsible	Sylvia Woodberry (sylvia.woodberry@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 V: Budget

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

1	III.A.	**Areas of Focus: Results**	$0.00
2	III.A.	**Areas of Focus: Culture**	$0.00
3	III.A.	**Areas of Focus: Accountability**	$0.00
4	III.A.	**Areas of Focus: Culture**	$0.00
5	III.A.	**Areas of Focus: Accountability**	$0.00
		Total:	$0.00