

Volusia County Schools

Pace Center For Girls



2019-20 Schoolwide Improvement Plan

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Pace Center For Girls

208 CENTRAL AVE, Ormond Beach, FL 32174

<http://www.pacecenter.org/locations/volusia-flagler>

Demographics

Principal: Sheila Jordan A

Start Date for this Principal: 7/29/2019

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	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)	White 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	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 Volusia 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

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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.

Mission: PACE provides girls and young women an opportunity for a better future through education, counselling, training and advocacy.

Philosophy: 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.

Provide the school's vision statement.

The holistic, gender-specific, strength-based, and trauma informed PACE program model addresses the needs of girls and has garnered recognition nationally as one of the most effective programs in the country for keeping girls from entering the juvenile justice system.

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
Faust, Megan	Other	<ul style="list-style-type: none"> •Oversees and ensures the administration of pre, yearly, post and standardized tests, and the scoring of tests and ESE compliance. •Reviews and places each girls into the PACE Program based on: transcript review, pre-testing and development of individual schedules. •Participates in the intake interview to assess the needs of each girl and family, collaborates with in-take team. •Monitors and develops new educational services. •Trains all academic staff including substitute teachers in accordance with guidelines set by the State of Florida; provides training to staff regarding all academic needs; teaches class as required. •Prepares for and participates in care review meetings and facilitates on an as needed basis. •Prepares for and participates in monthly parent/guardian meetings on an as needed basis. •Follows the guidelines from Central Communication Center (CCC) and determines when to report incidents. •Ensures the integration of Gender Responsive Programming and PACE Values and Guiding Principles. •Conducts regular assemblies with the students to announce awards, educational information, upcoming events, etc. •Uses ETO and other documentation to ensure the timely and accurate recordings of PMPs, advisee meetings, parent/guardian contact, meetings with girls, academic road maps, attendance, girls participation and monthly progress reports. •Monitors implementations of the School Improvement Plan quarterly, provide feedback with a formal report as required. •Prepares and submits all necessary documentation to appropriate agencies to comply with school board requirements and PACE policy; ensures the accuracy of transcripts. •Develops and coordinates schedule/special events with Social Services Manager and other management staff. •Processes proper registration and withdrawal documents while maintaining census. •Oversees the implementations of the strength Based Behavior Management System. •Monitors daily academic operations and ensures teaching standards are in accordance with Sunshine State Standards. •Reviews Individualized Academic Plans for girls and assist teachers with implementations of plans. •Hire, trains, supervises and evaluates academic staff on an on-going basis. •Conducts new employee orientation; plan and conducts formal and informal supervision. •Monitors teacher's training requirements and ensure licenses and certifications are current. •Arranges for teacher substitutions when needed; teaches class as required. •Supervises interns. •Ensures the accuracy of girl's grades and credits earned are documents in the local school board MS system.
McCurdy, Georgia	Other	Executive Director Center leadership

Name	Title	Job Duties and Responsibilities
	Local Board of Directors management Major giving and special events planning	
Sagrani, Kerrie	Other	<p>Social Services Manager</p> <ul style="list-style-type: none"> •Assesses the psycho-social needs of girls and educates staff regarding appropriate services and possible referrals. •Ensures case management services are provided; provides training to ensure support services and required documentation is maintained by supervised staff in ETO and other appropriate places as necessary. •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. • 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. •Follows organized process to report data. •Submits JJIS reports to the State Office. •Reviews and approves completed needs assessments and summaries. •Oversees the training and supervision of interns and volunteers in the social services department and ensures their performance meets the needs of the girls served. •Uses ETO and other documentation to ensure needs assessments, care plans, monthly parent contacts, home visits and other contracted services are handled accurately and timely; prepares reports as necessary; ensures contractual obligations are met. •Monitors social service training requirements and ensure certifications are current. (Applicable to Counselor II). •Shares responsibility for maintaining center census. •Provides supervisory guidance to staff through coaching and role modeling. •Directs and supervises intake and transitional services for PACE. (Applicable to centers with Transition Services and/or Intake position). •Monitors the outside service providers. •Hires, trains, supervise and evaluate social service staff.

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	6	5	9	11	6	5	3	45	
Attendance below 90 percent	0	0	0	0	0	0	4	4	2	5	2	1	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	3	5	9	10	5	4	2	38	

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	4	4	4	5	1	2	1	21	

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	4	3	4	3	1	2	0	17	
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

Tuesday 8/27/2019

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	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		

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%	52%	56%	0%	49%	53%
ELA Learning Gains	0%	49%	51%	0%	48%	49%
ELA Lowest 25th Percentile	0%	37%	42%	0%	37%	41%
Math Achievement	0%	48%	51%	0%	50%	49%
Math Learning Gains	0%	49%	48%	0%	42%	44%
Math Lowest 25th Percentile	0%	38%	45%	0%	34%	39%
Science Achievement	0%	76%	68%	0%	72%	65%
Social Studies Achievement	0%	69%	73%	0%	68%	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	6 (0)	5 (0)	9 (0)	11 (0)	6 (0)	5 (0)	3 (0)	45 (0)
Attendance below 90 percent	4 (0)	4 (0)	2 (0)	5 (0)	2 (0)	1 (0)	1 (0)	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	3 (0)	5 (0)	9 (0)	10 (0)	5 (0)	4 (0)	2 (0)	38 (0)

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)	CS&I
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	139
Total Components for the Federal Index	5
Percent Tested	80%
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.

The overall federal index of all students (28%) showed the lowest performance. The lack of certified reading and mathematics instructors for the better part of the school year contributed to last year's low performance.

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

Data for the prior year are not available

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 are not available.

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

FSA ELA Reading scores increased by 27% due in large part to the hiring of a certified ELA teacher during the first semester.

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

Two potential areas of concern are ELA and Mathematics.

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

1. Increasing student achievement in ELA
2. Increasing student achievement in Mathematics
3. Increasing on-site student attendance
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title	ELA
Rationale	Historically, students in prevention/drop-out prevention programs demonstrate low achievement in ELA.
State the measurable outcome the school plans to achieve	Increase ELA proficiency by 5%
Person responsible for monitoring outcome	Megan Faust (megan.faust@pacecenter.org)
Evidence-based Strategy	Standards-based instruction Individual goal-setting Reinforcing effort
Rationale for Evidence-based Strategy	Formative and summative measures of student learning and achievement are tied to Florida Standards. Individual goal-setting via the PMP process is mandated by statute. PACE's "Growth and Change" model of positive behavior reinforcement is based on behavior modification research.

Action Step

Description	<ol style="list-style-type: none"> 1. Train instructional staff on PACE standards-based lesson planning template. 2. Train and monitor instructional staff in SMART goal setting with students. 3. Train and monitor instructional staff in bi-weekly review of PMP goals. 4. Administer formative assessments every 12 weeks. 5. Adjust SMART goals and instruction as necessary.
Person Responsible	Megan Faust (megan.faust@pacecenter.org)

#2	
Title	Mathematics
Rationale	Historically, students in prevention/drop-out prevention programs demonstrate low achievement in mathematics.
State the measurable outcome the school plans to achieve	Increase student achievement in mathematics by 5%
Person responsible for monitoring outcome	Megan Faust (megan.faust@pacecenter.org)
Evidence-based Strategy	Standards-based instruction Individual goal-setting Reinforcing effort
Rationale for Evidence-based Strategy	Formative and summative measures of student learning and achievement are tied to Florida Standards. Individual goal-setting via the PMP process is mandated by statute. PACE's "Growth and Change" model of positive behavior reinforcement is based on behavior modification research.
Action Step	
Description	<ol style="list-style-type: none"> 1. Train instructional staff on PACE standards-based lesson planning template. 2. Train and monitor instructional staff in SMART goal setting with students. 3. Train and monitor instructional staff in bi-weekly review of PMP goals. 4. Administer formative assessments every 12 weeks. 5. Adjust SMART goals and instruction as necessary.
Person Responsible	Megan Faust (megan.faust@pacecenter.org)

#3	
Title	On-site student attendance
Rationale	Chronic truancy contributes to low academic achievement.
State the measurable outcome the school plans to achieve	Increase the percentage of students with attendance rates equal or above 80% to 80%.
Person responsible for monitoring outcome	Kerrie Sagrani (kerrie.sagrani@pacecenter.org)
Evidence-based Strategy	Individual goal-setting Reinforcing effort
Rationale for Evidence-based Strategy	PACE Counselors and Academic Advisors will identify students with on-site attendance below the 80% threshold and set individual goals. PACE's "Growth and Change" system of positive behavior reinforcement is based on behavior modification research.
Action Step	
Description	1. Identify students with on-site attendance below 80%. 2. Set individual attendance goals with each student. 3. Monitor progress toward attendance goals bi-weekly.
Person Responsible	Kerrie Sagrani (kerrie.sagrani@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).