Pace Center For Girls

2019-20 Schoolwide Improvement Plan

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Pace Center For Girls

1400 NW 36TH ST STE 200, Miami, FL 33142

[no web address on file]

Demographics

Principal: Alberto Iber

Start Date for this Principal: 8/26/2019

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)	71%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
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 Dade 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.

Pace provides girls and young women an opportunity for a better future through education, counseling, training and advocacy.

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
McCann, Jamie	Assistant Principal	
Spence, Maxine	Principal	
Thompson-Giordano, Sherry		
Iber, Alberto	Principal	

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%	56%	53%
ELA Learning Gains	0%	54%	51%	0%	51%	49%
ELA Lowest 25th Percentile	0%	48%	42%	0%	45%	41%
Math Achievement	0%	54%	51%	0%	47%	49%
Math Learning Gains	0%	52%	48%	0%	47%	44%
Math Lowest 25th Percentile	0%	51%	45%	0%	45%	39%
Science Achievement	0%	68%	68%	0%	63%	65%
Social Studies Achievement	0%	76%	73%	0%	71%	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	2 (0)	6 (0)	13 (0)	11 (0)	4 (0)	6 (0)	7 (0)	49 (0)
Attendance below 90 percent	2 ()	6 ()	13 ()	10 ()	4 ()	5 ()	6 ()	46 (0)

	EWS Indicators as Input Earlier in the Survey							

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
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)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (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
BLK		27									
HSP											

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	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	40
Total Components for the Federal Index	6
Percent Tested	87%

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	
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	9
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	0
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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 lowest component comes from the students who completed the FSA/ELA Exam and Algebra 1 EOC exam. The Federal Data Points Index, indicates that our site earned a zero percent within this component. A contributing factor that led to last year's low performance was high absenteeism and transient nature of the population we serve.

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

The FSA/ELA Exam was the data component that showed the greatest decline from the prior year. The factor that contributed to this decline was a combination of absenteeism as well as students functioning below level and having social-emotional needs/ACE's that hindered performance on standardized testing.

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.

The areas of Language Arts and Mathematics with regard to the FSA/ELA and Algebra 1 EOC had the largest gap in relation to state average with zero percent of students meeting the desired benchmark. Absenteeism as well as students functioning below level and having social-emotional needs/ACE's hindered performance on standardized testing.

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

The area of learning gains within ELA/FSA Exam showed most improvement. although we missed the target for

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

Based on reflecting on the EWS data from Part I (D), The high absenteeism and transient nature of the population we serve.

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

1. Increase ELA learning gains by 10%
2. Increase Algebra 1 learning gains by 10%

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA learning gains by 10%
Rationale	Students will be able to reach these learning gains based on interventions such as small classroom size, creation of individualized and target student goals, bi-weekly data chats and grouping students by need.

State the measurable outcome the school plans to achieve	Pace Center for Girls will increase ELA learning gains by 10% as measured by the ELA/ FSA exam.
Person responsible for monitoring outcome	Alberto Iber (albertoiber@dadeschools.net)
Evidence-based Strategy	-Student data chats with teacher/adviser -School wide literacy program
Rationale for Evidence-based Strategy	-As students better understand their strengths and areas of development in relation to reporting categories they are able to take ownership of their learning. These sessions will occur bi-weekly. Students will participate in monthly monitoring of targeted areas in order for them to track their progress. -Teacher/Adviser will target learning opportunities that will help support areas of need. -School-wide literacy program will support fluency and comprehension by encouraging daily reading through the earning of academic grades for English and Reading classes as well as other incentives.

Action Step	
Description	1. Each student will be paired with a teacher/adviser to create and manage academic goals in the area of Math/Language Arts. 2. Assigned Teacher/Adviser and students will meet bi-weekly for data chats. 3. Teachers will meet monthly (Care Review Sessions) to discuss each student and share performance and grouping needs so entire academic team can be aware of individual needs of each student. 4. Teacher/Adviser will support advisory group so that each student can effectively participate in the school wide literacy program. Teacher/Adviser will monitor and track student reading. Students will earn grades the first two books read for each quarter as well as other incentives to promote the reading of 3 books per quarter.
Person Responsible	Maxine Spence (maxine.spence@pacecenter.org)

#2	
Title	Alegbra 1 EOC learning gains by 10%
Rationale	Students will be able to reach these learning gains based on interventions such as small classroom size, creation of individualized and target student goals, bi-weekly data chats and grouping students by need.

State the measurable outcome the school plans to achieve	Pace Center for Girls will increase Algebra learning gains by 10% as measured by the Algebra 1 EOC exam.
Person responsible for monitoring outcome	Alberto Iber (albertoiber@dadeschools.net)
Evidence-based Strategy	-Student data chats with teacher/adviser -Bi-Monthly assessments to monitor and track student growth and student areas of development
Rationale for Evidence-based Strategy	As students better understand their strengths and areas of development in relation to reporting categories they are able to take ownership of their learning. These sessions will occur bi-weekly. Students will participate in monthly monitoring of targeted areas in order for them to track their progress. -Teacher/Adviser will target learning opportunities that will help support areas of need.

Action Step	
Description	1. Each student will be paired with a teacher/adviser to create and manage academic goals in the area of Math/Language Arts. 2. Assigned Teacher/Adviser and students will meet bi-weekly for data chats. 3. Teachers will meet monthly (Care Review Sessions) to discuss each student and share performance and grouping needs so entire academic team can be aware of individual needs of each student.
Person Responsible	[no one identified]

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).