

St. Lucie Public Schools

Pace Center For Girls, Treasure Coast



2019-20 Schoolwide Improvement Plan

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Pace Center For Girls, Treasure Coast

3651 VIRGINIA AVE, Fort Pierce, FL 34981

[no web address on file]

Demographics

Principal: Maygan Johnson

Start Date for this Principal: 8/21/2019

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)	63%
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 was approved by the St. Lucie County School Board on 10/8/2019.

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

School Board Approval

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<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.

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
adrienne.huggins@pacecenter.org, Adrienne	Other	<p>Position Overview: This position is responsible for guiding and managing the day -to- day operations of the academic/social service team by performing the following duties.</p> <p>Role and Responsibilities</p> <ul style="list-style-type: none"> · Creates partnership with community resources to identify quality services and assistance that will enhance the program. · Develops the program schedule ensuring the school district requirements are met; may act as liaison between PACE and local school district. · Ensures the program adheres to JJEEP standards. · Conducts regular self-audits to ensure the center is QA ready. · Reviews and implements changes to standards as they occur and trains staff on changes to standards. · Demonstrates and educates gender responsive programming. · Oversees and ensures staff is trained to apply the strength-based approach to programming. · Provides counseling, support and direction for direct reports. · Counsels and provides case management and crisis intervention to the girls (and families) on an as needed basis. · Monitors the implementation of social services and academic components in the program. · Develops and communicates annual training plan for center. · Shares responsibility for maintaining center census. · Prepares for and facilitates care review meetings as

Name	Title	Job Duties and Responsibilities
		<p>needed.</p> <ul style="list-style-type: none"> · Participates in parent/family educational workshop. · Ensures that all disclosures of abuse and neglect are reported. · Follows the guidelines from Central Communications Center (CCC) and determines when to report incidents. · Develops staff in the Reflective Practice model. · Oversees the training and supervision of volunteers and ensures their performance meets the needs of the girls served. (Where applicable and is center specific). · Promotes PACE within the community, conferences and public speaking events. · Collaborates with Academic Manager to implement the School Improvement Plan and provide feedback to staff as needed. · Collaborates with the Executive Director to ensure compliance with guidelines with state and/or federal funding. · Uses ETO and other documentation to ensure the Academic and Social Service middle managers are following proper protocol regarding staff performance. · Uses data to assess the effectiveness of the program and makes adjustments as needed. · Oversees the administration of National School Lunch Program. · Ensure safety initiative and agency safety program is adhered. · Hire, trains, supervises, and evaluates staf

Name	Title	Job Duties and Responsibilities
De La Cruz, Heidi	School Counselor	<p>Position Overview: This position is responsible for guiding and managing the administrative day-to-day academic program and the implementation of strategies by providing leadership to direct reports and by performing the following duties:</p> <p>Role and Responsibilities</p> <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 girl 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.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> · 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 recording of IAP's, 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/withdrawal documents while maintaining census. · Oversees the implementation 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 implementation of plans. · Hire, trains, supervises and evaluates academic staff on an on-going basis. · Conducts new employee orientation; plans and

Name	Title	Job Duties and Responsibilities
		<p>conducts formal and informal supervision.</p> <ul style="list-style-type: none"> · Monitors teacher’s training requirements and ensure license certifications are current.
Gilber, Ashley	Dean	<p>This position is responsible for coordinating the social service function and provides supervision, direction and control of the day-to-day therapeutic service of the social service program by performing the following duties.</p> <p>Role and Responsibilities</p> <ul style="list-style-type: none"> · Ensures delivery of therapeutic program and quality assurance guidelines are met. · Assesses students’ therapeutic needs and educates staff in providing appropriate services. · Provides clinical consultation and crisis intervention; manages crisis situations. · Trains staff in the delivery of therapeutic services and reporting of activities that are required. · Provides training to interns volunteering in the program; evaluates interns and monitors their success. · Attends and leads care review meetings. · Submits JJIS reports to the State Office. · Participates in parent conferences as needed. · Networks with community resources to obtain quality services. · Ensures that all disclosures of abuse and neglect are reported. · Provides each classroom with current emergency contact information and procedures. · Communicates with staff concerning students and their needs; communicates daily agenda.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> · Implements strategies, oversees progress, and monitors results. · Creates partnerships to maximize monetary potential by incorporating volunteers, donations, etc. · Reports all information in organized and timely manner and reviews necessary documentation to comply with contractual documentation. · Reviews and approves completed needs assessments and summaries. · Adheres to established budget guidelines. · Promotes PACE within the community, conferences and public speaking events. · Monitors staff, through review of student files: needs assessments, ITP's monthly parent contacts, and home visits are handled accurately and timely. · Completes monthly file reviews and ensure data logs are completed. · Provides clinical guidance to staff through supervision or co-facilitation; develop appropriate therapeutic plan for students. · Conducts conflict resolution as needed. · Supervises transitional services. · Plans and conducts routine staff reviews and meetings to provide feedback. · Recommends for hire, trains, develops, and evaluates staff. · Conducts new employee orientation; plans and conducts formal and informal supervision. · Monitors contractual therapists and their paperwork ensuring clinical files are updated.

Name	Title	Job Duties and Responsibilities
		<p>· Performs miscellaneous duties as assigned.</p> <p>Supervisory Responsibility: Carries out supervisory responsibilities in accordance with agency policies and applicable laws. Qualifications and Education Requirements Required · Bachelor's Degree from four-year college or university with a major in Social Work, Psychology, Mental Health, Counseling or a related field · Current Florida driver's license Other Requirements · Must adhere to Agency Values and Principles. · Upholds the ethical standards of the Agency and 6B-1.001 Code of Ethics of the Education Profession in Florida. · Follows policies and procedures of the Agency · Must work evenings and weekends as required to fulfill workload requirements. · Must be able to travel by automobile, plane, train, etc.; occasional overnight travel may be required Preferred · Master's degree with a major in Social Work, Psychology, Mental Health, Counseling or a related field · Licensed as a Mental Health Counselor, Marriage and Family Therapist or Clinical Social Worker or meet licensing eligibility as a registered intern · Minimum three to five years' experience in an Educational or Social Services environment · Minimum three to five years' experience in a supervisory role · Knowledge of laws relating to children and families Competencies · Compassion-genuinely cares about people, concerned about the work and non-work problems of others, available to help, sympathetic to others, and demonstrates real empathy with the joys and pains of others. · Composure-handles pressure and stress well, is not defensive or irritated during tough situations, is considered mature, does not show frustration, and is a settling influence in crisis situations · Creativity-comes up with new and unique ideas, easily makes connections among previously unrelated notions, and tends to be original and value-added in brainstorming settings · Customer Focus-dedicated to meeting the expectations and requirements of both internal and external customers, gets first-hand information and uses it for improvements, actions are based on customers, and establishes and maintains effective relationships with customers and gains their trust and respect · Integrity and Trust-is widely trusted, seen as direct and truthful, does not misrepresent themselves for personal gain, keeps confidences, and admits</p>

Name	Title	Job Duties and Responsibilities
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mistakes · Listening-practices attentive and active listening, uses patience in hearing others speak, and can accurately restate the opinions of others even if opinions differ · Drive for Results-able to figure out the process for getting this accomplished, knows how to organize people and activities, understands how to separate and combine tasks for efficiency, can see opportunities for synergy and integrations, ability to simplify complex processes, and gets more out of fewer resources Work Environment

The work environment characteristics can be stressful, is fast-paced and requires alertness and flexibility. The noise level is usually quiet; however, noise can accelerate to moderate and high levels.

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	3	10	4	5	10	7	39
Attendance below 90 percent	0	0	0	0	0	0	0	0	3	1	3	6	6	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	1	9	3	2	8	6	29
Level 1 on statewide assessment	0	0	0	0	0	0	0	1	8	1	2	8	4	24

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	10	4	5	10	7	39

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	1	2	1	1	2	0	7

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

51

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	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%	51%	56%	0%	50%	53%
ELA Learning Gains	0%	48%	51%	0%	48%	49%
ELA Lowest 25th Percentile	0%	36%	42%	0%	40%	41%
Math Achievement	0%	40%	51%	0%	56%	49%
Math Learning Gains	0%	41%	48%	0%	44%	44%
Math Lowest 25th Percentile	0%	38%	45%	0%	36%	39%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Science Achievement	0%	71%	68%	0%	67%	65%
Social Studies Achievement	0%	68%	73%	0%	66%	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)	3 (0)	10 (0)	4 (0)	5 (0)	10 (0)	7 (0)	39 (0)
Attendance below 90 percent	0 ()	0 ()	3 ()	1 ()	3 ()	6 ()	6 ()	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)	1 (0)	9 (0)	3 (0)	2 (0)	8 (0)	6 (0)	29 (0)
Level 1 on statewide assessment	0 (0)	1 (0)	8 (0)	1 (0)	2 (0)	8 (0)	4 (0)	24 (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	21
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	64
Total Components for the Federal Index	3
Percent Tested	96%

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 lowest data points came from the Social Studies EOCs (Civics and US History) as well as the ELA assessments for both middle and high school. The loss of our social studies teacher half-way through the year would be a factor in the lower scores. In case of such an event, the substitute will be provided with additional test prep material and support. As for ELA scores, several students did not realize the writing assessment makes up part of the ELA score and did not put much effort into this portion of the assessment. This year, we will regularly remind students that their writing score is added into their ELA total, and work to strengthen their skill set while mitigating writing anxiety through quarterly writing assessments.

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

The greatest decline from the previous year was in the Civics and US History EOCs. We have hired a new instructor and will work to review important material in the weeks before the state assessments.

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 social studies scores from the Civics and US History EOCs had the greatest gap in the state average. Again, the loss of our instructor was a contributing factor. A new instructor has been hired and she will work with students in the weeks before the tests to review content.

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

The most improvement shown was in Geometry. Students used Khan Academy to supplement their course materials and it was effective in improving this year's scores.

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

Attendance
Increase Course Completions

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

1. Increase Course Completions
2. Improve attendance
3. Improve test scores
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase Course Completions
Rationale	Girls attending the program to increase the number of courses they complete, while they are in the program.
State the measurable outcome the school plans to achieve	80% of our girls will receive at least 12 course completions by the end of the 2019-2020 school year.
Person responsible for monitoring outcome	Heidi De La Cruz (heidi.delacruz@pacecenter.org)
Evidence-based Strategy	PACE Center for girls is a fully inclusive academic and counseling model. Our small classroom size (14:1), allows students to work very closely with their teacher to reach their academic goals. This year we have transitioned from a competency based model to a seat based model that allows the girls to receive project based learning experiences that will have them completed with the course by the end of the semester. Girls who are significantly behind will have individualized academic opportunities to earn course completions and reach their academic goals.
Rationale for Evidence-based Strategy	Using this practice will allow the girls earn course completions at the end of each semester.
Action Step	
Description	<ol style="list-style-type: none"> 1. Move to seat based instruction 2. Include more projects in learning 3. Student to meet with academic advisor weekly to discuss academic progress 4. 5.
Person Responsible	Heidi De La Cruz (heidi.delacruz@pacecenter.org)

#2	
Title	Improve Test Scores
Rationale	Pace Center for Girls would like to see at least 80% of our students improve their test scores.
State the measurable outcome the school plans to achieve	50% of the girls enrolled in PACE Center for Girls will score at least a 3 on their FSA.
Person responsible for monitoring outcome	Heidi De La Cruz (heidi.delacruz@pacecenter.org)
Evidence-based Strategy	Allow students to attend testing boot camps Allow students to use computer based programs such as USA Test Prep and Kahn Academy to prep for state assessments
Rationale for Evidence-based Strategy	Tools such as test boot camps and computer based programs such as USA/Test Prep and Kahn academy help prepare students for assessments by providing them with strategies to study and examples as to what will be on the test. It allows students the opportunity to be fully prepared.
Action Step	
Description	<ol style="list-style-type: none"> 1. Attend Test Boot Camps provided by the District 2. Utilize USA/Test Prep 3. Utilize Kahn Academy 4. Provide opportunities within the center to practice study skills 5.
Person Responsible	Heidi De La Cruz (heidi.delacruz@pacecenter.org)

#3	
Title	Increase Attendance
Rationale	The more our girls attend the program, the more chances they have to remediate in course work, participate in practice testing and earn course completions.
State the measurable outcome the school plans to achieve	At least 90% of the students will maintain an attendance rate of 80% or more.
Person responsible for monitoring outcome	Ashley Gilber (ashley.gilbert@pacecenter.org)
Evidence-based Strategy	Using strength based techniques to encourage students to attend school.
Rationale for Evidence-based Strategy	Girls respond better to gender responsive, strength based, trauma informed strategies.
Action Step	
Description	<ol style="list-style-type: none"> 1. Incentivized attendance plans 2. Going to students home to do well checks and encourage to come to school 3. Using Get Schooled as an incentive to earn grant money for attendance parties 4. Partnering with CINS/FINS to encourage attendance in school 5.
Person Responsible	Ashley Gilber (ashley.gilbert@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.

Parents/Gaurdians are encouraged to be fully involved with their daughters education from the moment they are enrolled in the program. Parents are required to meet monthly with their daughters counselor to discuss both her academic and social goals. Counselors and teachers maintain weekly communication with parents through phone calls, and emails. Documentation of all communication with parents is entered in our electronic database, PACE Impacts. Parents are invited to participate in all school activities, such as open house and family night when available. Data is gathered from parents and students at various points during the students matriculation to determine what they would like to see at

PACE. PACE is also very active in the community and participates in numerous outreach opportunities we also host many fundraising events highlighting the girls many talents.

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.

We are a trauma informed, strength based incentive driven program. We utilize an incentive driven program that recognizes and celebrates all accomplishments or academic success. Our approach is to employ positive interdependent relationships between students and staff and between students in the context of a normal school day. PACE uses a growth and change model to help the girls embrace desired growth and change. Each girl is assigned a counselor upon enrollment in the program. The girl has the opportunity to create a care plan based on her Ongoing Needs assessment to address her social-emotional needs. The counselor and the student meet biweekly to work on coping skills and tools to improve her current functioning. Each girl also attends Spirited Girls class which is a psycho educational trauma informed class that assists with character building in the girl.

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

All girls meet weekly with their academic manager to plan for their academic goals. Each girls knows when they are transitioning to another grade.

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.

As required by PACE policy and our contract with the SLC School Board, PACE assess each student upon entry and transition out of the program utilizing the Common Assessment. Each student is assessed utilizing the STAR assessment every 12 weeks. Assessments are administered by the Academic Manager and teaching staff. Progress Monitoring Plans are developed by the teacher based on the needs of the student and an update is provided every 14 days based upon assessments and student needs.

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

PACE participates in numerous college tours at Indian River State College and local college and career fairs where we provide transportation to and from the event. Throughout the year we have different professionals come in to host a career fair for the girls to attend. We also hosted a pathway to adulthood where girls were able to see women in non traditional careers to learn about career paths that don't require a college degree. Each year at least 3 of our girls are recipients of a \$1000 scholarship from Children Services Council for their outstanding leadership in the community.