

Marion County Public Schools

Pace Center For Girls, Inc.



2019-20 Schoolwide Improvement Plan

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Pace Center For Girls, Inc.

328 NE 1ST AVE STE 500, Ocala, FL 34470

[no web address on file]

Demographics

Principal: Carole Savage

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	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)	
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 Marion 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
Savage, Carole	Principal	<p>Pace Marion leadership team meets weekly to discuss and make programmatic decisions based on the data that we gather and analyze in our teams. Our goal is to keep student growth and change at the forefront of our thinking and decision making by developing strategies to effectively utilize data and implement innovative strategies.</p> <p>Carole Savage is the Regional Executive Director supervising all aspects of Pace Marion operations.</p>
Vollmer, Kimberly	Other	Kimberly Vollmer Smith is the Program Director. In that role she oversees the day to day operations of the academic and social services departments.
Williams, Julie	Other	Julie Williams is the Business Manager of Pace Marion. Her role oversees new employee onboarding, personnel tasks for the center, supply requisition and the center budget.

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	1	8	22	25	9	25	22	112	
Attendance below 90 percent	0	0	0	0	0	0	0	6	18	22	5	23	19	93	
One or more suspensions	0	0	0	0	0	0	0	4	12	15	5	8	2	46	
Course failure in ELA or Math	0	0	0	0	0	0	1	6	15	17	4	20	17	80	
Level 1 on statewide assessment	0	0	0	0	0	0	1	6	20	20	6	19	19	91	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	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	1	8	22	22	9	20	22	104	

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	2	0	0	0	2	4	
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)

8

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	2	3	2	4	9	8	28	
One or more suspensions	0	0	0	0	0	0	0	1	3	1	0	0	0	5	
Course failure in ELA or Math	0	0	0	0	0	0	0	2	3	2	4	5	5	21	
Level 1 on statewide assessment	0	0	0	0	0	0	0	3	2	0	3	3	0	11	

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	3	3	5	9	4	27

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	2	3	2	4	9	8	28	
One or more suspensions	0	0	0	0	0	0	0	1	3	1	0	0	0	5	
Course failure in ELA or Math	0	0	0	0	0	0	0	2	3	2	4	5	5	21	
Level 1 on statewide assessment	0	0	0	0	0	0	0	3	2	0	3	3	0	11	

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	3	3	5	9	4	27

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%	46%	56%	0%	43%	53%
ELA Learning Gains	0%	48%	51%	0%	46%	49%
ELA Lowest 25th Percentile	0%	39%	42%	0%	40%	41%
Math Achievement	0%	40%	51%	0%	37%	49%
Math Learning Gains	0%	43%	48%	0%	38%	44%
Math Lowest 25th Percentile	0%	37%	45%	0%	37%	39%
Science Achievement	0%	61%	68%	0%	59%	65%
Social Studies Achievement	0%	71%	73%	0%	70%	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)	8 (0)	22 (0)	25 (0)	9 (0)	25 (0)	22 (0)	112 (0)
Attendance below 90 percent	0 (0)	6 (2)	18 (3)	22 (2)	5 (4)	23 (9)	19 (8)	93 (28)
One or more suspensions	0 (0)	4 (1)	12 (3)	15 (1)	5 (0)	8 (0)	2 (0)	46 (5)
Course failure in ELA or Math	1 (0)	6 (2)	15 (3)	17 (2)	4 (4)	20 (5)	17 (5)	80 (21)
Level 1 on statewide assessment	1 (0)	6 (3)	20 (2)	20 (0)	6 (3)	19 (3)	19 (0)	91 (11)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	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
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	10
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	39
Total Components for the Federal Index	4
Percent Tested	47%
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	
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.

In determining the data component that performed the lowest, we looked at both the students FSA ELA and Math assessment scores as well as their entry and progress monitoring data that Pace utilizes, the Star Assessment. The component that scored the lowest was Reading Achievement. This trend continues in our center as we provide services to girls who are academically underachieving when they enroll. Despite lacking a large rate of growth from one achievement level to the next there are learning gains in both areas.

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

The data component that showed the greatest gap was science achievement. Students at Pace take FCAT Science assessment in 8th grade and the Biology EOC in 10th grade Biology EOC. Many of

our students lack the foundational skills in reading and math; therefore, they struggle with being successful in Science.

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.

N/A

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

ELA Learning gains showed the most improvement. We implemented the addition of more project based learning and individual Progress Monitoring Plans (PMPs) were evaluated more frequently.

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

Attendance and assessment are the areas that show the most need for improvement. If those areas are improved, then learning gains will also increase.

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

1. Improve Learning Gains
2. Enhance quality assessment plans to effectively capture student achievement.
- 3.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Develop and enhance quality assessment plans to effectively capture student achievement data as measured by local and state assessments
Rationale	Using performance data to continually evaluate the effectiveness of current teaching strategies and techniques will help teachers make more informed instructional decisions based on each student's achievement.
State the measurable outcome the school plans to achieve	If teachers use data to continually monitor and evaluate the effectiveness of their instruction, learning gains will increase in grades 6 -12 from 5% to 15% in ELA Reading and from 12% to 22% in Math. By focusing on individual plans for each student, students in all subgroups will increase learning gains.
Person responsible for monitoring outcome	Kimberly Vollmer (kimberly.vollmer@pacecenter.org)
Evidence-based Strategy	Pace policy requires the academic manager to review each Progress Monitoring Plan for compliance(i.e. SMART Goal format, data tracking points and advising sessions) and will monitor to ensure that entry, interval and exit testing occurs and is documented according to policy. Weekly meetings are held in the presence of the academic manager and all meetings are documented.
Rationale for Evidence-based Strategy	Upon entrance and at 12 week intervals, students participate in local assessments to identify areas of growth in reading and math. Diagnostic reports are distributed by the academic manager to the teachers, who in turn write literacy, math and vocational goals. At each 12 week interval the plan is updated, adding new goals as appropriate and adjusting target dates as needed. Utilizing these assessments and reports allows instruction to be adjusted according to the needs of the student.
Action Step	
Description	<ol style="list-style-type: none"> 1. Upon entry into Pace students will participate in local assessments to assist in establishing a baseline for goal setting. 2. Teachers will identify students who are at risk academically and adjust instructional strategies to better meet the needs of the student. 3. Every 14 days students meet with their academic advisor to review their goals and objectives, write new goals and objectives as they are met and to use data tracking points to show progress. <p>All of these steps are documented in the students Progress Monitoring Plan in our software, Impacts.</p>
Person Responsible	Kimberly Vollmer (kimberly.vollmer@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.

All parents are expected to engage actively in the education of their child. This will occur through the following:

1. New and returning student orientation
2. Monthly parent meetings
3. Level Ceremonies monthly
4. Parent/teacher conferences
5. Monthly parent newsletter
6. Personal call to all students that are not in attendance daily.

PACE Center for Girls works to build positive relationships with the community through community education programs, volunteer recruitment and coordination, public awareness activities, volunteer training, and community education presentations throughout the county. This is accomplished through but not limited to: marketing and public relations, events, internet and social media communications, and cultivation of new volunteers and organizations to assist our program needs.

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.

Each girl that attends is assigned a counselor that helps provide behavioral and emotional support for the girl and their family. PACE supports the family by offering a resource room for parents that assists parents in learning about their child's emotional needs. Counselors do home visits and make recommendations for out of school counseling.

Large group counseling sessions are conducted at least twice monthly. Counseling groups for students that are "moms" are scheduled as needed. Small groups are addressed as situations arise with like needs. Family counselors visit the site and also offer needed services. Many mentors volunteer through our program helping girls job shadow, learn new skills or provide rewards.

Group presentations are made from community mental health providers. Spirited girls classes address social and emotional needs taught through the PACE curriculum model. Volunteers visit weekly to provide individual tutoring in all subjects. Currently our volunteer has promoted a math club assisting girls obtain basic math and working on EOC objectives. Tutoring is provided to students up to 5 years after leaving the program.

Students earn points daily for exhibiting our core values and principles and carry a "point card" from class to class daily to track their progress. Monthly and as needed students are able to use their points to shop for wants and needs in our Point Store. Quarterly we also hold a Point Auction in which new items of interest to girls 12-18 are purchased and auctioned off to the highest bidder.

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

Upon enrollment at PACE the transition planning is implemented. Goals are set and timelines listed. The district has assigned a district transition specialist to work with girls nearing transition enlightening their understanding of the credits needed and accomplished. The school of transition is notified and paperwork emailed by the transition coordinator. When transitioning the student and parent come to a meeting and all necessary information is shared and copies sent home. The Transition Specialist can meet with the student and the parent at the base school to ensure a smooth process. The Transition Specialist has also followed up with the students 30/60/90 after leaving PACE to provide support.

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.

PACE Marion's leadership team meets weekly to review all aspects of the day to day operations of the center to include, but not limited to: available personnel, monetary resources, inventory of materials, software and hardware, policy and legislation surrounding the program, and much more. These meetings are led by either Carole Savage, Regional Executive Director or Kimberly Vollmer Smith, Program Director. Julie Williams-Business Manager is responsible for the inventory of resources within the center; however, each manager is responsible for the oversight of personnel resources on their team.

Title I Part D funds are used to support parent involvement and supplement all areas of the curriculum.

DJJ funds are used to support daily operations.

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

The students are scheduled daily in "advisee" class where students go over road maps of their classes completed and classes needed. Transition specialist comes to the school weekly to help assess students needs for future coursework and transitions back to high school.

Speakers from colleges address students.

Field trip to UF for law week are in place.

Business partners plan short large group assemblies.

Teachers volunteer to accompany students to the college night put on by the district.

Part V: Budget

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

1	III.A.	Areas of Focus: Develop and enhance quality assessment plans to effectively capture student achievement data as measured by local and state assessments	\$0.00
Total:			\$0.00