

Polk County Public Schools

Pace Center For Girls



2019-20 Schoolwide Improvement Plan

Table of Contents

| | |
|---------------------------------------|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 8 |
| Planning for Improvement | 13 |
| Title I Requirements | 18 |
| Budget to Support Goals | 19 |

Pace Center For Girls

213 TYLER AVE, Lakeland, FL 33801

[no web address on file]

Demographics

Principal: Ricky Wiggs

Start Date for this Principal: 8/27/2019

| | |
|--|---|
| 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) | 100% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | 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 | Southwest |
| Regional Executive Director | |
| 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 Polk 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.

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 8 |
| Planning for Improvement | 13 |
| Title I Requirements | 18 |
| Budget to Support Goals | 19 |

Pace Center For Girls

213 TYLER AVE, Lakeland, FL 33801

[no web address on file]

School Demographics

| School Type and Grades Served (per MSID File) | 2018-19 Title I School | 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| High School 6-12 | No | % |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| Alternative Education | No | % |

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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 |
|------------------|-------|---------------------------------|
| Massey, Kimberly | Other | Academic Coordinator |

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 | 4 | 5 | 12 | 8 | 10 | 10 | 6 | 55 | |
| 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 | 1 | 2 | 5 | 4 | 2 | 1 | 1 | 16 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 8 | 6 | 10 | 6 | 6 | 40 | |

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 | 5 | 12 | 8 | 10 | 10 | 6 | 55 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

5

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 |
|---------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| Attendance below 90 percent | | | | | | | | | | | | | | |
| One or more suspensions | | | | | | | | | | | | | | |
| Course failure in ELA or Math | | | | | | | | | | | | | | |
| Level 1 on statewide assessment | | | | | | | | | | | | | | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| Students with two or more indicators | | | | | | | | | | | | | | |

Prior Year - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 0% | 47% | 56% | 0% | 44% | 53% |
| ELA Learning Gains | 0% | 46% | 51% | 0% | 41% | 49% |
| ELA Lowest 25th Percentile | 0% | 37% | 42% | 0% | 33% | 41% |
| Math Achievement | 0% | 43% | 51% | 0% | 37% | 49% |
| Math Learning Gains | 0% | 45% | 48% | 0% | 33% | 44% |
| Math Lowest 25th Percentile | 0% | 44% | 45% | 0% | 32% | 39% |
| Science Achievement | 0% | 58% | 68% | 0% | 56% | 65% |
| Social Studies Achievement | 0% | 61% | 73% | 0% | 60% | 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 | 4 (0) | 5 (0) | 12 (0) | 8 (0) | 10 (0) | 10 (0) | 6 (0) | 55 (0) |
| Attendance below 90 percent | 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) | 0 (0) |
| Course failure in ELA or Math | 1 (0) | 2 (0) | 5 (0) | 4 (0) | 2 (0) | 1 (0) | 1 (0) | 16 (0) |
| Level 1 on statewide assessment | 1 (0) | 3 (0) | 8 (0) | 6 (0) | 10 (0) | 6 (0) | 6 (0) | 40 (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 |
| WHT | 18 | 50 | | | 20 | | | | | | |
| FRL | 15 | 47 | | | 36 | | | | | | |
| 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 | 18 |
| 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 | 108 |
| Total Components for the Federal Index | 6 |
| Percent Tested | 79% |

| 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 | 22 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | |

| Economically Disadvantaged Students | |
|--|-----|
| Federal Index - Economically Disadvantaged Students | 25 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| 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.

n/a

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

n/a

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?

n/a

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

n/a

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

1. Addressing our below average number of girls completing the state assessment
2. Attendance
3. Addressing the below average scores of our Caucasian subgroup identified
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

| #1 | |
|---|---|
| Title | FSA Testing will increase due to the implementation of attendance plan |
| Rationale | During the 2018-2019 school year Pace had 75% of our students participate in testing. |
| State the measurable outcome the school plans to achieve | Pace Center for Girls will increase the percentage of girls participating by 25%. |
| Person responsible for monitoring outcome | Kimberly Massey (kimberly.massey@pacecenter.org) |
| Evidence-based Strategy | |
| Rationale for Evidence-based Strategy | During the 2018-2019 school year Pace had 75% of our students participate in testing. |
| Action Step | |
| Description | <p>1. A focus group of 6 staff will be created containing 2 teachers, 2 counselors, and 2 administration staff. The focus groups will create posters and incentives to encourage and motivate all girls including Caucasian girls to attend the days of testing.</p> <p>2. Teachers will work to align their assessments with Florida standards and FSA testing on a monthly basis. This format will be geared to simulate FSA testing format and procedures. All students including Caucasian girls will be better prepared for the upcoming FSA test. They will also have more confidence and be less fearful of the FSA.</p> <p>3. Teachers will advise all students to include Caucasian girls individually of their previous test scores and set goals with students to increase their scores during the 2019-2020 testing period. By creating incentives and rewards and discussing the testing with excitement will encourage the girls to attend on testing days.</p> <p>4. By implementing the Accelerated Reading Program with all girls to include Caucasian girls and monitoring each student's Star test scores every 90 days all students will increase their vocabulary and comprehension therefore improving their FSA scores.</p> <p>5. Teachers in all subject areas will begin to implement formative assessments in their classroom for all girls to include Caucasian girls that are structured in the same manner as FSA questions. This will motivate and increase their confidence about testing.</p> |

Person Responsible

Kimberly Massey (kimberly.massey@pacecenter.org)

| #2 | |
|---|--|
| Title | Overall Federal Index will improve for subgroup identified Caucasian students in language arts |
| Rationale | Underperforming students to include the subgroup-Caucasian students |
| State the measurable outcome the school plans to achieve | Increase index for Caucasian students 25% |
| Person responsible for monitoring outcome | Kimberly Massey (kimberly.massey@pacecenter.org) |
| Evidence-based Strategy | |
| Rationale for Evidence-based Strategy | Underperforming students to include the subgroup-Caucasian students |
| Action Step | |
| | <ol style="list-style-type: none"> 1. Review weekly lesson plans to ensure that the strategies and instructional directions are being used in class for all students including Caucasian girls. 2. Progress monitoring of Caucasian students along with all students in reading using the Star test to monitor progress. 3. Implement Accelerated Reading program and design and implement an incentive program for all girls including Caucasian girls. We will also survey all girls including Caucasian girls to ensure we are providing reading materials that encourage and are of interest to Caucasian girls. 4. Review and align formative assessment tools to ensure all students including Caucasian girls are more prepared for the upcoming FSA. 5. All students including Caucasian students are given a baseline diagnostic pretest in reading and periodic assessments. Information is aggregated into a spreadsheet for dissemination to classroom teachers. Classroom teachers will monitor all girls including Caucasian girls biweekly during academic advising. Teachers can then accurately monitor specific skills for all girls to include Caucasian girls. 6. Review weekly lesson plans to ensure that the strategies and instructional directions are being used in class for all students including Caucasian girls. 7. Progress monitoring of Caucasian students along with all students in reading using the Star test to monitor progress. 8. Implement Accelerated Reading program and design |
| Description | |

and implement an incentive program for all girls including Caucasian girls. We will also survey all girls including Caucasian girls to ensure we are providing reading materials that encourage and are of interest to Caucasian girls.

9. Review and align formative assessment tools to ensure all students including Caucasian girls are more prepared for the upcoming FSA.

10. All students including Caucasian students are given a baseline diagnostic pretest in reading and periodic assessments. Information is aggregated into a spreadsheet for dissemination to classroom teachers. Classroom teachers will monitor all girls including Caucasian girls biweekly during academic advising. Teachers can then accurately monitor specific skills for all girls to include Caucasian girls.

11. Create a sub group committee of students to create ideas and then implement ideas on how to increase student attendance during testing.

Person Responsible

Kimberly Massey (kimberly.massey@pacecenter.org)

| #3 | |
|---|---|
| Title | Increase student attendance during the 2019-2020 school year |
| Rationale | Pace Center for Girls has below average attendance for school year 2018-2019 and only 75% of Pace students participated in state assessment testing during the 2018-2019 school year. |
| State the measurable outcome the school plans to achieve | Increase attendance by 25% for the school year 2019-2020 |
| Person responsible for monitoring outcome | Kimberly Massey (kimberly.massey@pacecenter.org) |
| Evidence-based Strategy | |
| Rationale for Evidence-based Strategy | Pace Center for Girls has below average attendance for school year 2018-2019 and only 75% of Pace students participated in state assessment testing during the 2018-2019 school year. |
| Action Step | |
| Description | 1. Academic Coordinator will monitor student attendance on a weekly basis. Absences will be documented and a plan will be created for each student to increase attendance. |
| | 2. Counselors will call students that are absent and encourage and even offer transportation to ensure students arrive at school regularly. |
| | 3. If a student misses three consecutive days of school A counselor will conduct a home visit to encourage the Girls to regularly attend Pace Center for Girls. |
| | 4. Award drawings will be held on Fridays for girls with perfect attendance for the week. Incentives include t-shirt passes, gift cards, and personal items. |
| Person Responsible | Kimberly Massey (kimberly.massey@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).

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.

Pace Center for Girls builds positive relationships with our parents/stakeholders in many ways. We have four Open House events during the school year. Our teachers quarterly communicate with the parents about their student's academic progress. Our counselors visit the student's home when they enroll with Pace then monthly do a contact with the parents about the student's progress. We have monthly board meeting for our stakeholders and several community events throughout the year.

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.

Our program is unique as we have academic and counseling services available for the girls year round. Each counselor has a 15-20 girl caseload and offices in our building. We have tutoring services and a monitoring program.

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

Pace Center for Girls implements strong support for our students when transitioning into or out of our program. Incoming students have a facility tour with their parent, home visit by their counselor, assisted a peer buddy to shadow when they arrive their first few days, and a new student special lunch is provided so they can meet and get to know the staff on a more personal level. Outgoing students attend an exit meeting with our staff and their new school staff. We collaborate with their new school for records and student information. Then we follow and check on the student's progress the next full year to continue to offer resources and services we may have at our disposal.

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 Center for Girls aligns resources and ensures they are being filtered and provided to students by coordinating services in weekly full staff meeting we call "care review". Care review is a meeting in which each student is discussed individually in order match student needs with available resources. We have a multitude of resources available for students use from instructional to social emotional. Instructional resources include on-line classes for credit recovery, tutoring, and academic advising provided by our academic team. We also have private counselors, our social work team, free medical and dental care, and monthly parent meeting to ensure we are meeting the needs of our students.

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

Pace Center for Girls use the Florida Shines assessment with all girls upon entering the program. The program identifies the girl's strengths and career interests. We then use that information to build vocation goals and lessons individually for each girl based on their interests. We also have monthly speakers come in and present to the girls in order to spark interest on careers that they may not initially identify with. We have had firefighters, real estate agents, beauty schools, and entrepreneurs come in and present to the student body. Every year we also visit two to three colleges to ensure the girls are aware of their academic opportunities when they leave Pace Center for Girls.

Part V: Budget

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

| | | | |
|--------|--------|--|--------|
| 1 | III.A. | Areas of Focus: FSA Testing will increase due to the implementation of attendance plan | \$0.00 |
| 2 | III.A. | Areas of Focus: Overall Federal Index will improve for subgroup identified Caucasian students in language arts | \$0.00 |
| 3 | III.A. | Areas of Focus: Increase student attendance during the 2019-2020 school year | \$0.00 |
| Total: | | | \$0.00 |