Pace Center For Girls, Inc.

2020-21 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: 10/8/2011

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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)	**2019-20 Title I School**	**2019-20 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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SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Savage, Carole	Principal	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. Carole Savage is the Regional Executive Director supervising all aspects of Pace Marion operations.
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 on-boarding, personnel tasks for the center, supply requisition and the center budget.

Demographic Information

Principal start date
Saturday 10/8/2011, Carole Savage

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
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Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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	4	17	14	7	3	8	53
Attendance below 90 percent	0	0	0	0	0	0	0	4	16	12	7	3	7	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	11	1	4	0	1	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	13	2	2	0	1	18
	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	0	4	17	14	7	3	8	53

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	8	0	0	0	3	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/18/2020

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	
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

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	

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	
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

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	

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**	
	(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.

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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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. 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 and adapted to individual needs more frequently.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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. Improve overall attendance and engagement through an Innovative Learning Environment.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Develop and enhance quality assessmnt plans to effectively evaluate teaching strategies	
Area of Focus Description and Rationale:	Using performance data from the Common Assessment and STAR Math and Reading Assessments to continually evaluate the effectiveness of current teaching strategies and techniques will assist teachers with making more informed instructional decisions based on each student's achievements.
Measurable Outcome:	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 and from 15% to 25% in Math, By focusing on individual plans for each student, students in all subgroups will increase learning gains.
Person responsible for monitoring outcome:	Julie Williams (julie.williams@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 the Common Assessment, STAR Math and Reading Assessments, and CTE Career 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 needed and adjusting target dates as needed. Utilizing these assessments and reports allows instruction to be adjusted according to the needs of the student.

Action Steps to Implement

1. Upon entry into Pace students will participate in the Common Assessment, STAR Math and Reading Assessments, and CTE Career 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 will 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.

All of these steps are documented in the students Progress Monitoring Plan in Pace's internal software, Impacts by SalesForce.

Person Responsible	Julie Williams (julie.williams@pacecenter.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

1. Ensure compliance with timing between assessments and review of data.
2. Create learning environments that enhance engagement while in classrooms, enhancing gains with learning.
3. Purchase Plato licenses
4. Addition of Scholastic magazines
5. 7 Habits of Highly Effective Teens integrated into our registered Spirited Girls! curriculum.
6. Use of attention focusing and redirection tools in the classroom.
7. Essential Skills for the Real World Workplace integrated into Career curriculum.
8 Team Building with Teens in group counseling sessions
9.Teaching/Engaging with Poverty in Mind integrated into our registered Spirited Girls! curriculum.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At Pace Center for Girls, we have developed a nationally recognized, research-based non-residential program model that features a balanced emphasis on academics and social services, with a focus on the future for middle and high-school aged girls and young women.

The foundation of Pace is our gender-responsive culture where we provide a safe environment that celebrates girls. Pace offers services that take into account how girls learn and develop and our supportive staff members respond to and celebrate each girl's strengths and challenges.

The holistic, strength-based, and asset building Pace program model has garnered recognition nationally as one of the most effective programs in the country for keeping girls from entering the juvenile justice system. 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. 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 provide individual tutoring and enrichment clubs. Tutoring is provided to students up to 5 years after leaving the program.

Students earn points daily for exhibiting our core values and principles 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 for items of interest to girls 11-18.

Upon enrollment at Pace transition planning is initiated. Goals are set and timelines listed. The district assigns a district transition specialist to work with girls nearing transition, enlightening their understanding of credits needed and accomplished. The transition school is notified and paperwork emailed by the transition coordinator.The Transition Specialist can meet with the student at the base school to ensure a smooth process.

Weekly team meetings are held for teachers that include professional development and team building activities. Quarterly there is a teacher team outing to celebrate the life changing work and dedication each contributes to Pace's success, along with positive affirmations for tasks performed. All performance reviews are conducted with a strengths based approach. The goal for all teachers is to work in an environment that is positive to them personally and professionally, with goals reviewed at least monthly and modified to meet goals established by the teachers.

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.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Other: Develop and enhance quality assessmnt plans to effectively evaluate teaching strategies	$0.00
		Total:	$0.00