

Alachua County Public Schools

Pace



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	12
Planning for Improvement	17
Positive Culture & Environment	22
Budget to Support Goals	22

Pace

1010 SE 4TH AVE, Gainesville, FL 32601

<http://www.pacecenter.org/alachua>

Demographics

Principal: Natalya Bannister

Start Date for this Principal: 10/6/2014

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)	Black/African American Students* Economically Disadvantaged Students*
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 Alachua 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	6
Needs Assessment	12
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	22

Pace

1010 SE 4TH AVE, Gainesville, FL 32601

<http://www.pacecenter.org/alachua>

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

School Board Approval

This plan is pending approval by the Alachua 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 Center for Girls, Inc. 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
Ponder, April	Assistant Principal	<p>April Ponder our Academic Manager, oversees the academic component of Pace Alachua, from intake and the creation of Progress Monitoring Plans for each girl, to managing our graduation cohorts. Our Academic Manager is a licensed school psychologist and is responsible for administering all standardized tests to our girls and serves as the liaison between Pace, SBAC and DJJ, monitoring our compliance as it relates to their contracts (including Title 1). She oversees the curriculum and the professional development, credentialing and instructional development of our teachers. She implements our behavioral intervention and positive incentive program and provides support to students and parents. She supports our interns and volunteers, and ensures that each girl at Pace has all of the academic support she needs to succeed. She is responsible for tracking the progress of each girl and keeping records (including credits and transcripts) to comply with audits. She develops and manages our school schedule and additional programming beyond academics. Lastly, the Academic Manager works with students with individual learning needs and educational disabilities via Exceptional Student Education (ESE) and Individualized Education Plans (IEP's</p>
Bannister, Natalya	Principal	<p>Responsible for the leadership, direction and long-term viability of a gender responsive prevention and intervention program that serves at-risk girls. In partnership with the Board of Directors, lead the strategic planning process, formulate the agency's vision and strategic direction, initiate growth and management strategies, and approve all major financial management and donor acquisition initiatives. Provide leadership to staff and oversee gender-responsive program design and delivery based on current research and ensure the effective collection and analysis of data to drive decision-making.</p>
Noworski, Michael	Attendance/ Social Work	<p>Assesses the psycho-social needs of girls and educates staff regarding appropriate services and possible referrals.</p> <ul style="list-style-type: none"> · Ensures case management services are provided; provides training to ensure support services and <p>required documentation is maintained by supervised staff in ETO and other appropriate places as necessary.</p> <ul style="list-style-type: none"> · Facilitates new employee orientation training. · Participates in parent conferences as needed. · Facilitates care review meetings. · Ensures all disclosures of abuse and neglect are reported timely and accurately.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> · Follows the guidelines from Central Communications Center (CCC) and determines when to report incidents. · Follows through and Implements strategies decided upon in management meetings. · Ensures social services activities are communicated to ensure staff engagement. · Ensures social services staff communicates with families of students and appropriate professionals about progress of students, i.e. Technical Schools, School Boards, and Guidance.
Bone, Jessica	Attendance/ Social Work	<ul style="list-style-type: none"> Assesses student transition needs and educate staff regarding appropriate services. · Provides counseling, clinical consultation, crisis intervention, or therapy to girls and families. · Facilitates new employee orientation training. · Ensures that all disclosure of abuse and neglect are reported accurately. · Communicates and updates daily activities. · Oversees the training and supervision of interns and volunteers in the transition services department and ensures their performance meets the needs of the girls served. · Provides supervisory guidance to staff through coaching and role modeling. · Monitors the outside service providers. · Recommends for hire, trains, supervise and evaluate transition services staff. · Directs and supervises transitional services for PACE.
Dagher, Baria	Teacher, K-12	<ul style="list-style-type: none"> Keeps up to date regarding curriculum content. · Understands how to plan for effective classroom instruction by utilizing higher level thinking/reasoning skills, central concepts, tools of inquiry, and structure of the discipline and developmental tasks.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> · Creates learning experiences which foster meaningful learning experiences for girls. · Creates lesson plans that effectively utilize all materials and resources available to achieve the objectives of the curriculum and adheres to Sunshine State Standards and district pupil progression. · Plans assessment and monitors progress of student learning effectively. · Monitors girls' understanding of the curriculum

Demographic Information

Principal start date

Monday 10/6/2014, Natalya Bannister

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.*

0

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.*

0

Total number of teacher positions allocated to the school

6

Demographic Data

2020-21 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)	Black/African American Students* Economically Disadvantaged Students*
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 .	

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	5	7	14	11	9	7	6	59	
Attendance below 90 percent	0	0	0	0	0	0	5	6	12	9	8	7	4	51	
One or more suspensions	0	0	0	0	0	0	2	2	2	0	0	0	0	6	
Course failure in ELA	0	0	0	0	0	0	0	2	0	2	0	11	0	15	
Course failure in Math	0	0	0	0	0	0	1	1	1	0	0	11	0	14	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	3	3	11	7	7	4	5	40	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	4	4	11	19	7	3	6	54	

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	4	6	9	2	5	3	30

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	1	0	1	2	4
Students retained two or more times	0	0	0	0	0	0	1	2	4	2	1	0	0	10

Date this data was collected or last updated

Tuesday 8/25/2020

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	0	7	7	9	7	10	10	50
Attendance below 90 percent	0	0	0	0	0	0	0	1	1	4	1	2	0	9
One or more suspensions	0	0	0	0	0	0	0	1	0	0	2	4	0	7
Course failure in ELA or Math	0	0	0	0	0	0	0	1	1	1	0	4	0	7
Level 1 on statewide assessment	0	0	0	0	0	0	0	6	4	7	4	6	6	33

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	1	4	2	5	0	15

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	3	4	1	1	1	10
Students retained two or more times	0	0	0	0	0	0	0	0	3	3	1	1	0	8

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	0	7	7	9	7	10	10	50
Attendance below 90 percent	0	0	0	0	0	0	0	1	1	4	1	2	0	9
One or more suspensions	0	0	0	0	0	0	0	1	0	0	2	4	0	7
Course failure in ELA or Math	0	0	0	0	0	0	0	1	1	1	0	4	0	7
Level 1 on statewide assessment	0	0	0	0	0	0	0	6	4	7	4	6	6	33

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	1	4	2	5	0	15

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	3	4	1	1	1	10
Students retained two or more times	0	0	0	0	0	0	0	0	3	3	1	1	0	8

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	59%	56%	0%	57%	53%
ELA Learning Gains	0%	52%	51%	0%	54%	49%
ELA Lowest 25th Percentile	0%	39%	42%	0%	42%	41%
Math Achievement	0%	54%	51%	0%	47%	49%
Math Learning Gains	0%	54%	48%	0%	41%	44%
Math Lowest 25th Percentile	0%	48%	45%	0%	32%	39%
Science Achievement	0%	68%	68%	0%	65%	65%
Social Studies Achievement	0%	75%	73%	0%	74%	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					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	6	15			21						
FRL	8	20									
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	7
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	41
Total Components for the Federal Index	6

ESSA Federal Index	
Percent Tested	66%
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	8
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
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	7
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

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 data component that indicated the lowest performance was obtained achievement scores on the standardized FSA grade level English Language Arts, Mathematics, and End-of Course assessments. Based on available data for our current enrolled students, 67% of our students (40/59) obtained a Level 1 (out of 5) in Reading and 92% (54/59) obtained a Level 1 in Math. In addition, there was a disproportionately low academic performance achieved by African- American students and economically disadvantaged students. There are several factors that contributed to low academic performance. Students enrolled at PACE are significantly below grade level expectations in the area of Reading Comprehension, Math, and Writing because of adverse childhood experiences. Due to traumatic backgrounds, students have significant deficits as it relates to reading and writing skills. Additional factors include low intrinsic academic motivation; difficulty making connections to the text; truancy; and limited vocabulary, writing, and calculation skills.

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?

FSA Reading and Math scores and academic performance of African-American students.

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

1. Increasing FSA Reading and Math scores
2. Decreasing high school drop out rate (evidenced by number of high school diplomas and GED's earned)
3. Increasing school attendance
4. Parent engagement
5. Career readiness

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Standardized Reading scores. Based on the need assessment and data analysis, our students have demonstrated an overall low academic performance with obtained scores on FSA Reading assessments. 67% of enrolled students are currently performing below grade-level expectations in the area of reading.
Measurable Outcome:	<p>- We will reduce the percentage of students who achieved a Level 1 on the FSA Reading test from 67% to 60% or lower (a 7% decrease).</p> <p>-30% of students will perform within <1 year of their grade level or higher in the area of Reading as assessed by STAR, Common testing, and Lexile scores.</p>
Person responsible for monitoring outcome:	April Ponder (april.ponder@pacecenter.org)
Evidence-based Strategy:	Small group differentiation; Florida Ready supplemental curriculum; novel studies; IXL; testing incentives; positive reinforcement.
Rationale for Evidence-based Strategy:	All strategies and interventions are evidenced-based and have research to demonstrate effectiveness.

Action Steps to Implement

1. Reading Teacher will deliver intensive intervention and remediation to all students during Intensive Reading. Interventions will target specific skills deficits and progress will be monitored frequently.
2. Language Arts teacher will designate a portion of language arts instruction specifically to vocabulary building.
3. Reading Teacher will develop and implement lesson plans with student interest in mind and include hands-on activities
4. Students will be assessed frequently on reading skills (Star- every 12 weeks; Lexile- quarterly)
5. Afterschool tutoring

Person Responsible Baria Dagher (bee.dagher@pacecenter.org)

#2. DJJ Components specifically relating to Increased Attendance**Area of Focus Description and Rationale:**

During the 20-21 fiscal year, Pace Alachua had an overall average percentage rate of 73%. 65% (67/103) of students were below the 80% attendance rate threshold. There were several factors that contributed to the girl's overall school attendance. Personal concerns within a girl's home, issues with peers at school, mental and physical illness, and school and environmental safety contribute to chronic truancy and the negative impact truancy has on learning, achievement, and access to post-secondary education and training. Regular school attendance is a key performance indicator identified by Pace Center for Girls statewide.

Measurable Outcome:

By 6/30/21, students at Pace Alachua will increase the center-wide attendance rate from 72% (FY 20) to 80% or higher (an 8% increase) as evidenced by the average percentage of enrolled students during fiscal year 20-21. An additional measurable outcome is to increase the number of girls who have an attendance rate of 80% or higher. By 6/30/21 students at Pace Alachua will increase the overall number of students who have an attendance rate of 80% or higher from 35% to 40% (5% increase).

Person responsible for monitoring outcome:

Michael Noworski (michael.noworski@pacecenter.org)

Evidence-based Strategy:

Targeted case management which includes daily attendance tracking, frequent contact with caregivers, tangible incentives for improving and maintaining on-site attendance, solution-focused counseling to address factors contributing to chronic truancy, and measures to increase physical and emotional safety during the school day.

Rationale for Evidence-based Strategy:

Pace operates within a gender-responsive, strength-based, and trauma-informed framework that focuses on developing meaningful and trusting relationships with program personnel, turning around negative attitudes about school by focusing on the girls' positive attributes, and empowering girls with positive coping skills by acknowledging the trauma that drives their behavior. This framework is the foundation of the Pace program model.

Action Steps to Implement

Review girls' on-site attendance at monthly treatment team meeting and develop a targeted intervention plan based on girls' individual needs.

Person Responsible

Michael Noworski (michael.noworski@pacecenter.org)

Review girls' on-site attendance at monthly caregiver contact meetings and develop a targeted intervention plan based on families' needs

Person Responsible

Michael Noworski (michael.noworski@pacecenter.org)

#3. DJJ Components specifically relating to Graduation

Area of Focus Description and Rationale: During the 2019-2020 fiscal year, Pace Alachua had an overall graduation rate of 85% (12/14 students). Personal concerns within a girl's home, issues with peers at school, mental and physical illness, and school and environmental safety contribute to failing grades, unearned high school credits, and delayed graduation with a standard high school diploma.

Measurable Outcome: By 6/30/21, Pace Alachua will maintain an overall graduation rate of 80% or higher for all graduating seniors and/or students who are 17 or older as evidenced by high school diploma completion and GED's received.

Person responsible for monitoring outcome: April Ponder (april.ponder@pacecenter.org)

Evidence-based Strategy: Targeted case management which includes academic goal-setting and bi-weekly progress monitoring, frequent contact with caregivers, tangible incentives for improving and maintaining grades and formative assessment scores, academic road-mapping by a certified guidance counselor, and measures to increase physical and emotional safety during the school day.

Rationale for Evidence-based Strategy: Pace operates within a gender-responsive, strength-based, and trauma-informed framework that focuses on developing meaningful and trusting relationships with program personnel, turning around negative attitudes about school by focusing on the girls' positive attributes, and empowering girls with positive coping skills by acknowledging the trauma that drives

Action Steps to Implement

Review girls' academic progress (course grades, credit recovery, progress monitoring) at monthly treatment team meetings and develop a targeted intervention plan based on girls' individual needs

Person Responsible: Jessica Bone (jessica.bone@pacecenter.org)

Weekly grad cohort meetings with all graduating seniors. Meeting will include progress checks; individual weekly goal setting; and academic advising.

Person Responsible: April Ponder (april.ponder@pacecenter.org)

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Standardized Math Scores. Based on the need assessment and data analysis, our students have demonstrated the lowest academic performance on standardized Math assessments. 92% of enrolled students are performing significantly below expectations in the area of mathematics.
---	---

Measurable Outcome:	-We will reduce the percentage of students who achieved a Level 1 on the FSA Math test from 92% to 85% (a 7% decrease) -20% of students will perform within <1 year of their grade level or higher in the area of Math as assessed by STAR and Common testing.
--------------------------------	---

Person responsible for monitoring outcome:	April Ponder (april.ponder@pacecenter.org)
---	--

Evidence-based Strategy:	Small group differentiation; EOC boot camp; IXL; Freckle Math; testing incentives; positive reinforcement
-------------------------------------	---

Rationale for Evidence-based Strategy:	All strategies and interventions are evidenced-based and have research to demonstrate effectiveness.
---	--

Action Steps to Implement

1. Math teacher will deliver intensive intervention and remediation to all students. Students will receive supplemental 30mins/wk. Interventions will target specific skills deficits and progress will be monitored frequently.
2. Math teacher will receive professional development in small group differentiation
3. Students will be assessed frequently on math skills (Star- every 12 weeks)

Person Responsible	April Ponder (april.ponder@pacecenter.org)
-------------------------------	--

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

The data component that indicated the lowest performance was obtained achievement scores on the standardized FSA grade-level English Language Arts, Mathematics, and End-of-Course assessments. Based on available data for our current enrolled students, 67% of our students (40/59) and 92% (54/59) obtained a Level 1 (out of 5) on the aforementioned tests in Reading and Math, respectively. In addition, there was a disproportionately low academic performance achieved by African- American students and economically disadvantaged students. There are several factors that contributed to low academic performance. Students enrolled at PACE are significantly below grade-level expectations in the area of Reading Comprehension and Writing because of adverse childhood experiences. Due to traumatic backgrounds, students present with substantial deficits as it relates to reading and writing skills. Additional factors include low intrinsic academic motivation; exposure; difficulty making connections to the text; truancy; and limited vocabulary, writing, and calculation skills.

Measurable Outcome:

By 6/30/21 Pace Alachua will increase the percentage of students in the aforementioned subgroups (economically disadvantaged and African-American) who achieved learning gains in Reading and Math by 20% when compared to the percentage of students who achieved gains during the 2019-2020 fiscal year.

Person responsible for monitoring outcome:

April Ponder (april.ponder@pacecenter.org)

Evidence-based Strategy:

Pace Alachua is dedicated to serving at-risk girls by helping them find their voice and providing tools to help them reach their full potential. Our trauma-informed, strength-based and gender responsive programmatic model provides our girls with the support and resources they need to position them for academic achievement and success.

Rationale for Evidence-based Strategy:

All strategies and interventions are evidenced-based and have research to demonstrate effectiveness.

Action Steps to Implement

Girls will be afforded a low teacher to student ratio (no more than 14 students per classroom), bi-weekly individual academic advising, monthly progress reports, monthly parent meetings to review academic progress, individualized curriculum mapping, frequent progress monitoring to assess academic growth, ESE services/accommodations, and credit retrieval to achieve academic gains.

Person Responsible

April Ponder (april.ponder@pacecenter.org)

Additional Schoolwide Improvement Priorities

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

Parent Engagement: By 6/30/21, Pace Alachua will increase family/school involvement by 10% facilitating and implementing a variety of family engagement initiatives throughout the school year as evidenced by workshop attendance logs and parent surveys. Initiatives will include: Family engagement events; workshops; and showcases.

Career Readiness: By 6/30/21, students at Pace Alachua will increase their career readiness, employment obtained, interview skills, and organizational skills by 10%. Interventions will include: career fairs, job shadowing opportunities; career assessments; CTE course offerings; and college counseling.

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.

All stakeholders at Pace Center for Girls, Inc work to build and maintain a culture of caring, learning, purpose, and results. Staff and students intentionally work to embody Pace's cultural behaviors within the classroom, center, and community. Caring behaviors include being cooperative; dealing with others in a pleasant, friendly way; thinking about group satisfaction; showing concern for others; sharing feelings and thoughts; motivating others with friendliness; and being open, warm, and tactful. Learning behaviors include wanting to get better; being one's own person; doing even simple tasks well; communicating one's thoughts and ideas; being self-aware; enjoying what one is doing; thinking differently, and acting with integrity. Purposeful behaviors include considering others' needs above one's own; involving others in decisions that affect them; resolving conflicts constructively; being supportive of others; helping others grow and develop; being a good listener; giving positive recognition to others; and encouraging others to think for themselves. Results-oriented behaviors include setting goals and work to achieve them; thinking about options before acting; taking on challenging tasks; striving for excellence; thinking ahead; planning; being comfortable taking small risks; and openly showing enthusiasm. Additional initiatives will include: community activities, morning/evening activities, weekly student folders w/ teacher notes/communication folders/newsletters, monthly school newsletters, social media, inviting community members to school activities, and attending community events/art presentations.

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: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: DJJ Components: Increased Attendance	\$0.00
3	III.A.	Areas of Focus: DJJ Components: Graduation	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
Total:			\$0.00