Pace Center For Girls, Treasure Coast

2020-21 Schoolwide Improvement Plan

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Pace Center For Girls, Treasure Coast

3651 VIRGINIA AVE, Fort Pierce, FL 34981

[no web address on file]

Demographics

Principal: Maygan Johnson

Start Date for this Principal: 1/28/2012

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)	63%
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	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/6/2020.

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.](http://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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Pace Center For Girls, Treasure Coast

3651 VIRGINIA AVE, Fort Pierce, FL 34981

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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

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/6/2020.

SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Pace values all girls and young women, believing each one deserves an opportunity to find her voice, achieve her potential and celebrate a life defined by responsibility, dignity, serenity and grace.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
adrienne.huggins@pacecenter.org, Adrienne	Other	Position Overview: This position is responsible for guiding and managing the day -to- day operations of the academic/social service team by performing the following duties. Role and Responsibilities · Creates partnership with community resources to identify quality services and assistance that will enhance the program. · Develops the program schedule ensuring the school district requirements are met; may act as liaison between PACE and local school district. · Ensures the program adheres to JJEEP standards. · Conducts regular self-audits to ensure the center is QA ready. · Reviews and implements changes to standards as they occur and trains staff on changes to standards. · Demonstrates and educates gender responsive programming. · Oversees and ensures staff is trained to apply the strength-based approach to programming. · Provides counseling, support and direction for direct reports. · Counsels and provides case management and crisis intervention to the girls (and families) on an as needed basis. · Monitors the implementation of social services and academic components in the program. · Develops and communicates annual training plan for center. · Shares responsibility for maintaining center census. · Prepares for and facilitates care review meetings as needed.

Name	Title	Job Duties and Responsibilities
		· Participates in parent/family educational workshop.
		· Ensures that all disclosures of abuse and neglect are reported.
		· Follows the guidelines from Central Communications Center (CCC) and determines when to report
		incidents.
		· Develops staff in the Reflective Practice model.
		· Oversees the training and supervision of volunteers and ensures their performance meets the needs of
		the girls served. (Where applicable and is center specific).
		· Promotes PACE within the community, conferences and public speaking events.
		· Collaborates with Academic Manager to implement the School Improvement Plan and provide feedback
		to staff as needed.
		· Collaborates with the Executive Director to ensure compliance with guidelines with state and/or federal
		funding.
		· Uses ETO and other documentation to ensure the Academic and Social Service middle managers are
		following proper protocol regarding staff performance.
		· Uses data to assess the effectiveness of the program and makes adjustments as needed.
		· Oversees the administration of National School Lunch Program.
		· Ensure safety initiative and agency safety program is adhered.
		· Hire, trains, supervises, and evaluates staf

Name	Title	Job Duties and Responsibilities
Gilber, Ashley	Dean	This position is responsible for coordinating the social service function and provides supervision, direction and control of the day-to-day therapeutic service of the social service program by performing the following duties. Role and Responsibilities · Ensures delivery of therapeutic program and quality assurance guidelines are met. · Assesses students' therapeutic needs and educates staff in providing appropriate services. · Provides clinical consultation and crisis intervention; manages crisis situations. · Trains staff in the delivery of therapeutic services and reporting of activities that are required. · Provides training to interns volunteering in the program; evaluates interns and monitors their success. · Attends and leads care review meetings. · Submits JJIS reports to the State Office. · Participates in parent conferences as needed. · Networks with community resources to obtain quality services. · Ensures that all disclosures of abuse and neglect are reported. · Provides each classroom with current emergency contact information and procedures. · Communicates with staff concerning students and their needs; communicates daily agenda. · Implements strategies, oversees progress, and monitors results. · Creates partnerships to maximize monetary potential by incorporating volunteers, donations, etc. · Reports all information in organized and timely manner and reviews necessary documentation to comply

Name	Title	Job Duties and Responsibilities
		with contractual documentation. · Reviews and approves completed needs assessments and summaries. · Adheres to established budget guidelines. · Promotes PACE within the community, conferences and public speaking events. · Monitors staff, through review of student files: needs assessments, ITP's monthly parent contacts, and home visits are handled accurately and timely. · Completes monthly file reviews and ensure data logs are completed. · Provides clinical guidance to staff through supervision or co-facilitation; develop appropriate therapeutic plan for students. · Conducts conflict resolution as needed. · Supervises transitional services. · Plans and conducts routine staff reviews and meetings to provide feedback. · Recommends for hire, trains, develops, and evaluates staff. · Conducts new employee orientation; plans and conducts formal and informal supervision. · Monitors contractual therapists and their paperwork ensuring clinical files are updated. · Performs miscellaneous duties as assigned. Supervisory Responsibility: Carries out supervisory responsibilities in accordance with agency policies and applicable laws. Qualifications and Education Requirements Required · Bachelor's Degree from four-year college or university with a major in Social Work, Psychology, Mental Health, Counseling or a related

Name	Title	Job Duties and Responsibilities
		field · Current Florida driver's license Other Requirements · Must adhere to Agency Values and Principles. · Upholds the ethical standards of the Agency and 6B-1.001 Code of Ethics of the Education Profession in Florida. · Follows policies and procedures of the Agency · Must work evenings and weekends as required to fulfill workload requirements. · Must be able to travel by automobile, plane, train, etc.; occasional overnight travel may be required Preferred · Master's degree with a major in Social Work, Psychology, Mental Health, Counseling or a related field · Licensed as a Mental Health Counselor, Marriage and Family Therapist or Clinical Social Worker or meet licensing eligibility as a registered intern · Minimum three to five years' experience in an Educational or Social Services environment · Minimum three to five years' experience in a supervisory role · Knowledge of laws relating to children and families Competencies · Compassion-genuinely cares about people, concerned about the work and non-work problems of others, available to help, sympathetic to others, and demonstrates real empathy with the joys and pains of others. · Composure-handles pressure and stress well, is not defensive or irritated during tough situations, is considered mature, does not show frustration, and is a settling influence in crisis situations · Creativity-comes up with new and unique ideas, easily makes connections among previously unrelated notions, and tends to be original and value-added in brainstorming settings · Customer Focus-dedicated to meeting the expectations and requirements of both internal and external customers, gets first-hand information and uses it for improvements, actions are based on customers, and establishes and maintains effective relationships with customers and gains their trust and respect · Integrity and Trust-is widely trusted, seen as direct and truthful, does not misrepresent themselves for personal gain, keeps confidences, and admits mistakes · Listening-practices attentive and active listening, uses patience in hearing others speak, and can accurately restate the opinions of others even if opinions differ · Drive for Results-able to figure out the process for getting this accomplished, knows how to organize people and activities, understands how to separate and combine tasks for efficiency, can see opportunities for synergy and integrations, ability to simplify complex processes, and gets more out of fewer resources Work Environment

Name	Title	Job Duties and Responsibilities
		The work environment characteristics can be stressful, is fast-paced and requires alertness and flexibility. The noise level is usually quiet; however, noise can accelerate to moderate and high levels.
Johnson, Maygan	Principal	This position is responsible for providing vision, leadership and management of resources to

ensure the mission of PACE is accomplished in the local community.

Role and Responsibilities

Leadership and Advocacy

· Demonstrates leadership and advocacy for the agency at all levels including:

· Advocating for the needs of girls in the local community

· Participating in special assignments and projects

· Providing input and communication pertaining policies, procedures and strategic direction setting

· Cultivating relationships with major stakeholder (i.e. legislatures, city and county officials, business

interests, other child serving agencies, Juvenile Justice Council, and school boards)

· Demonstrates measurable results pertaining to the Standards of Excellence

· Focuses on the need of the agency and balances all competing voices in order to make optimal decisions

for girls and staff

· Articulates and models the values of the agency in a way that inspires staff, girls and board

Human Resources

· Motivates and inspires passion for agency, mission and excellence in roles of responsibility.

· Selects and places highly qualified staff in all |

Name	Title	Job Duties and Responsibilities
		positions.

· Provides direction and models for middle managers the strategies to ensure the retention goals of the

agency are met.

· Provides opportunities for growth and development of staff.

· Supervises, counsels and evaluates staff.

· Develops and implements a succession plan for all major roles in the Center.

· Resolves employee relations issues in a manner that is amicable to staff and agency.

· Creates an adaptable learning environment for agency, staff and volunteers.

· Obtains maximum utilization of the staff by clearly defining duties, establishing performance standards,

conducting performance reviews, and recommending competitive salary structure.

· Follows Human Resources Policies and Procedures to ensure compliance.

Finance

· Manages Center finances within approved budget.

· Demonstrates an understanding of the monthly financial reports and is able to identify trends and

discrepancies.

· Communicates and clarifies the monthly financial reports to assist the Board in their oversight of the

center budget.

· Prepares budgets that have solid assumptions for the future and is in compliance with Board policy. · Follows finance policies and procedures to ensure timely compliance. · Provides contract information to the Finance Department to assist and ensure the accuracy of monthly financial statements. · Ensure necessary

Name	Title	Job Duties and Responsibilities
		controls and audits of processes related to financial controllership. Development · Develops a group of supporters that are commensurate in size and capacity to the local community. · Demonstrates the ability to maintain and grow community supporters and donors. · Solicits and secures diverse, multiple funding sources. · Ensures the community public relations efforts reflect the values of the agency. · Complies with Development Policies and Procedures (including Center Board Guidelines). Program · Ensures program operates in compliance with DJJ, School Board and grant contracts. · Establishes referral sources and an appropriate waiting list. · Achieves outcomes for girls that significantly exceed the standards of the contract. · Demonstrates competencies of gender responsive programming and trains at center level. · Provides core PACE services that are provided in accordance with the agency guidelines. · Aligns new initiative(s) that advances the mission. · Achieves consistent successful QA reviews. · Complies with Program Policies and Procedures. Governance and Boards · Board reflects primary community interest. · Recruits, trains and develops board members on a continuing basis. · Provides board orientation to new members. · Influences and leads the board to operate within the center board guidelines. · Facilitates regular board retreats. · Encourages consistent attendance at Board and Committee Meetings. · Develops and implements succession plan. · Works closely with the Board to develop strategic plans that include both long-term and short-term priorities. · Facilitates consistent representation to Board of Trustees.

Demographic Information

Principal start date
Saturday 1/28/2012, Maygan Johnson

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)	63%
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	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	3	5	8	8	12	6	42
Attendance below 90 percent	0	0	0	0	0	0	0	2	2	7	5	10	4	30
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	3	5	2	10
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	0	1	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	3	5	8	8	12	6	42

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 8/13/2020

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	3	10	4	5	10	7	39
Attendance below 90 percent	0	0	0	0	0	0	0	0	3	1	3	6	6	19
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	1	9	3	2	8	6	29
Level 1 on statewide assessment	0	0	0	0	0	0	0	1	8	1	2	8	4	24

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	3	10	4	5	10	7	39

The number of students identified as retainees:

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

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	3	10	4	5	10	7	39
Attendance below 90 percent	0	0	0	0	0	0	0	0	3	1	3	6	6	19
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	1	9	3	2	8	6	29
Level 1 on statewide assessment	0	0	0	0	0	0	0	1	8	1	2	8	4	24

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	3	10	4	5	10	7	39

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	51%	56%	0%	50%	53%
ELA Learning Gains	0%	48%	51%	0%	48%	49%
ELA Lowest 25th Percentile	0%	36%	42%	0%	40%	41%
Math Achievement	0%	40%	51%	0%	56%	49%
Math Learning Gains	0%	41%	48%	0%	44%	44%
Math Lowest 25th Percentile	0%	38%	45%	0%	36%	39%
Science Achievement	0%	71%	68%	0%	67%	65%
Social Studies Achievement	0%	68%	73%	0%	66%	70%

Indicator	Grade Level (prior year reported)							Total
	6	**7**	**8**	**9**	**10**	**11**	**12**	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

EWS Indicators as Input Earlier in the Survey

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	21
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	64
Total Components for the Federal Index	3
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	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

Asian Students	
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.

Attendance
There was a barrier with students attending school 90% of the time. Some of the reasons that have contributed to a low performance in attendance included, illness, caring for younger siblings and involvement in risky behavior. Incentives were put in place to encourage students to attend school daily such as weekly and monthly awards. We worked diligently to engage students and parents in school by making attendance calls within the first 3 hours of the school day, traveling out to the homes to bring students to school and having CareTeam meetings with parents and student to discuss the importance of attendance. Referrals are also made to Children's Home Society for truancy services.

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

Attendance
Although we did not make our 90% attendance rate goal, our attendance did approve over the year.

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?

Increase in Course Completions. Our academic team did a phenomenal job evaluating transcripts prior to students enrolling in the program and establishing a realistic plan for students to reach their academic goals, these goals were evaluated monthly with the student and creative techniques were used to allow students to earn credits at their pace. We implemented a thematic curriculum that was implemented through multiple coursework.

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

Increasing attendance, we wold like to establish a plan to increase the number of girls who are attending school.

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

1. Attendance
2. Recruit and Retain Certified Teachers
3. Improve Test Scores
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. DJJ Components specifically relating to Increased Attendance	
Area of Focus Description and Rationale:	Increase attendance will improve the overall success of the students that are enrolled in the program. Students will have the opportunity to earn more course completions and be placed in their correct grade, graduate on time and enter the workforce or higher education.
Measurable Outcome:	Pace Center for Girls will create an attendance review committee that will met at least twice a month to discuss students who have an attendance percentage below 80% and discuss strategies and interventions to use to increase attendance. Weekly recognition will occur for 100% of our students (Innovative Learning and Brick and Mortar) to highlight their success and provide and incentive.
Person responsible for monitoring outcome:	Ashley Gilber (ashley.gilbert@pacecenter.org)
Evidence-based Strategy:	Pace is an evidence based program that uses strength based techniques to encourage attendance.
Rationale for Evidence-based Strategy:	Girls respond better to gender responsive, strength-based, trauma informed strategies.

Action Steps to Implement

Create an attendance review committee

Person Responsible	Adrienne adrienne.huggins@pacecenter.org (adrienne.huggins@pacecenter.org)

Create an incentivized attendance plan in order to encourage and motivate girls to attend school.

Person Responsible	Ashley Gilber (ashley.gilbert@pacecenter.org)

Use get schooled as an incentive to earn grants money for attendance parties

Person Responsible	Ashley Gilber (ashley.gilbert@pacecenter.org)

Partnering with CINS/FINS to encourage attendance in school

Person Responsible	Ashley Gilber (ashley.gilbert@pacecenter.org)

#2. Leadership specifically relating to Teacher Recruitment and Retention	
Area of Focus Description and Rationale:	Recruiting highly qualified teachers and retaining them will impact the academic output to the girls that we serve. Teachers will be able to teach content and host FSA boot-camps to prepare students for assessments and improve our overall testing scores. More girls will meet their high school requirements for testing with long-term, highly qualified teachers.
Measurable Outcome:	100% of our teacher vacancies will be filled with qualified teachers by the end of the 2020-2021 school year.
Person responsible for monitoring outcome:	Adrienne adrienne.huggins@pacecenter.org (adrienne.huggins@pacecenter.org)
Evidence-based Strategy:	Pace Center for girls is an evidenced base program, we will work very closely with our National Office to recruit highly qualified teachers and equip them with the trauma informed, gender responsive techniques we use to foster success with the girls that we serve. Pace Center for girls is a fully academic and counseling model with small classroom sizes (14:1) and allows the teacher to work very closely with their students to reach their academic goals.
Rationale for Evidence-based Strategy:	Recruiting a highly qualified certified teacher to work with the population we serve and providing them with the appropriate training's and support will better prepare them for the classroom and increase their moral.

Action Steps to Implement

Work diligently with our National Office to hire highly qualified certified teachers.

Person Responsible	Adrienne adrienne.huggins@pacecenter.org (adrienne.huggins@pacecenter.org)

Implement a program to retain highly qualified teachers.

Person Responsible	Maygan Johnson (maygan.johnson@pacecenter.org)

#3. Other specifically relating to Improve Test Scores	
Area of Focus Description and Rationale:	ESSA data indicates 24% achieved Level 3 or higher on ELA state assessments and 0% achieved Level 3 or higher on math state assessments.
Measurable Outcome:	Students in the following subgroups (Black, Hispanic, White and FRL) will increase their results on ELA and Math assessments to reach the 41% Federal index.
Person responsible for monitoring outcome:	Adrienne adrienne.huggins@pacecenter.org (adrienne.huggins@pacecenter.org)
Evidence-based Strategy:	Specific tutoring based on specific skill deficit from classroom teacher Specific tutoring for SAT and ACT On campus mentoring from role appropriate faculty and staff Mental Health strategies and interventions to increase time on task in subject area
Rationale for Evidence-based Strategy:	With more support for social emotional learning and targeted tutoring, students in subgroups identified will increase skills needed for end of course assessments.

Action Steps to Implement

Allow students to attend testing boot camps

Person Responsible	Adrienne adrienne.huggins@pacecenter.org (adrienne.huggins@pacecenter.org)

Allow students to use computer based programs, such an USA Test Prep and Kahn Academy to prep for state assessments

Person Responsible	Adrienne adrienne.huggins@pacecenter.org (adrienne.huggins@pacecenter.org)

Allow instructional time to reinforce the standards and prepare for the FSA.

Person Responsible	Adrienne adrienne.huggins@pacecenter.org (adrienne.huggins@pacecenter.org)

Additional Schoolwide Improvement Priorities

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

N/A

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.

Pace Center for Girls hosts weekly culture forums with the students and staff to discuss what went well throughout the week, and areas we need to grow in as a center. We collaborate with many stakeholders in the community to provide services to our girls, and our girls are apart of St Lucie County Youth Leadership Program where they have the opportunity to advocate for change in their community. We also work collaboratively with other social services agencies to provides services such as group counseling, health services, grief counseling, etc. The local community members partner as volunteer tutors, art and dance teachers, or financial donors. Pace is fully integrated with the community to ensure that our girls are good citizens and give back to the community through mandatory service learning projects. Some key collaborators include: Dept of Health on the Becoming a Responsible Teen Program, an 8 week HIV prevention program for all girls in the program. Children Home Society provides Cooking Camp and Baby Think it Over once a year to prepare students with basic cooking and kitchen safety skills and the demands of teenage pregnancy. Treasure Coast Hospice, facilitates Grief Groups as needed for girls who have lost loved ones. We have volunteers who come in and tutor girls in the area of Math, and English as needed. Graceway Village, provides the girls access to their pantry as needed for clothing and recently started a quarterly Teen Shopping Day. Indian River State College provides an array of educational opportunities, including use of their robotics and photonics lab and career exploration for our girls. Treasure Coast food bank, Boys and Girls Club and Ft. Pierce Women's club played a vital role in providing food to our families in need during COVID.We help other programs in our community through coordinated volunteer projects with our girls, which take place a minimum of quarterly. Our girls have helped the United Way by stuffing envelopes and assisting with the backpack giveaway. They sorted clothing for Graceway Village and helped with Inner Truths Projects Clothing Swap and take back the night. Additionally they helped sort essential items for hurricane victims in the Bahamas, and prepared food for families with Trinity Lutheran Church. Every year our girls also participate in Tim Tebow's Night to Shine as a buddy to a special need guest.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.