

Polk County Public Schools

Pace Center For Girls



2020-21 Schoolwide Improvement Plan

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Pace Center For Girls

213 TYLER AVE, Lakeland, FL 33801

[no web address on file]

Demographics

Principal: Ricky Wiggs

Start Date for this Principal: 6/26/2020

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	No
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)	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	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Pace Center For Girls

213 TYLER AVE, Lakeland, FL 33801

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	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 Polk County School Board.

SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Wiggs, Ricky	Principal	Provides leadership, oversees budget.
Massey, Kimberly	Administrative Support	Oversees the academic department at Pace Polk

Demographic Information

Principal start date

Friday 6/26/2020, Ricky Wiggs

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

5

Demographic Data

2020-21 Status (per MSID File)	Active
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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	No
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)	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	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	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	0	
Level 1 on 2019 statewide ELA assessment	0	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	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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

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

Date this data was collected or last updated

Friday 6/26/2020

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	4	5	12	8	10	10	6	55	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	1	2	5	4	2	1	1	16	
Level 1 on statewide assessment	0	0	0	0	0	0	1	3	8	6	10	6	6	40	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	4	5	12	8	10	10	6	55

The number of students identified as retainees:

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

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	4	5	12	8	10	10	6	55
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	1	2	5	4	2	1	1	16
Level 1 on statewide assessment	0	0	0	0	0	0	1	3	8	6	10	6	6	40

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	4	5	12	8	10	10	6	55

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	47%	56%	0%	44%	53%
ELA Learning Gains	0%	46%	51%	0%	41%	49%
ELA Lowest 25th Percentile	0%	37%	42%	0%	33%	41%
Math Achievement	0%	43%	51%	0%	37%	49%
Math Learning Gains	0%	45%	48%	0%	33%	44%
Math Lowest 25th Percentile	0%	44%	45%	0%	32%	39%
Science Achievement	0%	58%	68%	0%	56%	65%
Social Studies Achievement	0%	61%	73%	0%	60%	70%

EWS Indicators as Input Earlier in the Survey

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

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

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	18	50			20						
FRL	15	47			36						
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	18
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	108
Total Components for the Federal Index	6
Percent Tested	79%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	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	22
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	25
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

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.

Data reflects that our white students performed the lowest in reading last year. When we reviewed our statistics the contributing factor could have been a high number of white students with attendance issues.

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

Data reflects that our white students performed the lowest in reading last year. When we reviewed our statistics the contributing factor could have been a high number of white students with attendance issues.

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.

Our data reflected that our math component had the largest gap compared to the state average. The contributing factor could have been we did not have a certified math teacher for this classroom.

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?

Reflecting on the data math and reading are our biggest areas of concern.

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

1. Attendance
2. White students reading (implementing AR with incentives to assist)
3. Math and hiring a certified math teacher
4. Encouraging students to participate in testing
5. Motivating students to want to be successful

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to White

Area of Focus Description and Rationale: The majority of our student population is currently white. Our center consistently struggles with attendance and especially attendance while in our testing window. Our students generally attempt to avoid testing.

Measurable Outcome: Our goal is to increase student academic success by monitoring increases in two or more of the following areas: grade promotion, increase in student GPA, increase in credits earned, increase in learning gains on test wide testing, and at least a grade of 70% or higher in English, Reading, and Math.

Person responsible for monitoring outcome: Kimberly Massey (kimberly.massey@pacecenter.org)

Evidence-based Strategy:

Rationale for

Evidence-based Strategy: These are clear indicators of academic success and this strategy was selected by Pace Center for Girl's Evaluation and Research team .

Action Steps to Implement

Review weekly lesson plans to ensure that the strategies and instructional directions are being used in class for all students including white girls.

Person Responsible Kimberly Massey (kimberly.massey@pacecenter.org)

Progress monitoring of white students along with all students in reading using the Star test to monitor progress every twelve weeks during the school year.

Person Responsible Kimberly Massey (kimberly.massey@pacecenter.org)

Implement Accelerated Reading program and design and implement an incentive program for all girls including white girls. We will also survey all girls including white girls to ensure we are providing reading materials that encourage and are of interest to White girls.

Person Responsible Kimberly Massey (kimberly.massey@pacecenter.org)

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

Person Responsible Kimberly Massey (kimberly.massey@pacecenter.org)

All students', including white students', are given a baseline diagnostic pretest in reading and other periodic assessments. Information is aggregated into a spreadsheet for dissemination to classroom teachers. Classroom teachers will monitor all girls, including white girls, biweekly during academic advising.

Teachers can then accurately monitor for all girls to include white girls.

Person Responsible Kimberly Massey (kimberly.massey@pacecenter.org)

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

Person Responsible Kimberly Massey (kimberly.massey@pacecenter.org)

Pace Center for Girls conducts one on one Academics Advising for each of our students. MPCs (Monthly Parent Contact) are conducted monthly with parent and counselor to discuss our students' progress both academically and socially. Teachers call parents of students weekly that have failing grades to discuss how to better support the student in achieving her academic goals. Bi weekly counseling sessions between our counselors and students support their academic goals and success. Counselors work to support our students emotionally so they can better focus on their academics. Counselors assist in providing resources, referrals, and even groceries to fit the students needs so they can have more energy to focus in the classroom.

Person Responsible Kimberly Massey (kimberly.massey@pacecenter.org)

#2. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale: Socioeconomic environment impacts education success greatly. Children raised in poverty rarely choose to behave differently, but at times are faced daily with overwhelming challenges that other children rarely have to confront. Our students often experience emotional and social challenges, chronic stressors, cognitive lags, health and safety issues, and often have a lack of parental support.

Measurable Outcome: Pace Center for Girls will increase the economically disadvantaged student's scores by 10% this upcoming year.

Person responsible for monitoring outcome: Kimberly Massey (kimberly.massey@pacecenter.org)

Evidence-based Strategy: The Education Trust evidence based resource is a program that allows teachers to use their interactive assignment analysis to ensure lessons provide equality in the classroom.

Rationale for Evidence-based Strategy: Staff may not be aware they are providing lessons that are not appropriate to reach all of their students. The evidence based program will assist teachers in leveling those lessons plans to be more effective with all students, even those with socioeconomic disadvantages.

Action Steps to Implement

Academic Department will establish a student lead committee to discuss how staff can better support students that come from different socioeconomic backgrounds. The committee will meet monthly to discuss challenges that can then be brought to management in order to plan to assist our students.

Person Responsible Kimberly Massey (kimberly.massey@pacecenter.org)

Staff will work to provide tangible incentives that will assist the students in becoming more confident towards education goals.

Person Responsible Kimberly Massey (kimberly.massey@pacecenter.org)

Pace Center for Girls will develop a rotation of speakers from economic disadvantaged backgrounds to present their success stories to further inspire our students.

Person Responsible Kimberly Massey (kimberly.massey@pacecenter.org)

#3. DJJ Components specifically relating to Employment

Area of Focus Description and Rationale: Pace Center for Girls staff understand the importance of supporting our girls. We provide transition services and tracking of the students for at least one year after they leave our program. By providing career exploration, successful role models to present to the girls and training for options after leaving Pace Center for Girls are imperative to their success.

Measurable Outcome: Pace Center for Girls will have referrals and or placement of 100% of their girls placed when they leave our program.

Person responsible for monitoring outcome: Kimberly Massey (kimberly.massey@pacecenter.org)

Evidence-based Strategy: Female students that are exposed to successful women in non gender based career fields will be more willing to explore non traditional career fields.

Rationale for Evidence-based Strategy: Women in STEM careers overall earn 33% more than women in non related STEM careers. The median annual salary for STEM occupations are \$76,000.00 annually. That is more than double all other worker salaries outside the STEM occupations. STEM occupations also offer a large amount of flexibility in career paths and the potential for rewarding career changes. An example of this would be a computer programmer could find employment opportunities in business, healthcare, marketing, social science, and many other fields.

Action Steps to Implement

Pace Center for Girls will promote non traditional and STEM careers to our students. We are currently working with Florida Polytechnic University to provide learning opportunities to our students. These learning activities will increase the students knowledge of career opportunities available to them in the STEM field.

We are currently creating a Collaboration Room that will house computers, robots, and a 3D printer. Pace Center for Girls is collaborating with the university to put student volunteers in place to implement STEM lessons to further explore their career opportunities. It will also enable the girls to first hand learn about the university's opportunities for them.

Person Responsible: Kimberly Massey (kimberly.massey@pacecenter.org)

Pace Center for Girls will schedule presenters that break gender stereotypes to educate the students. Students may believe a career as a firefighter, electrician, carpenter, or computer programmer are male careers. We will strive to engage them in looking outside the box at vocational occupations that would provide them with a good career and competitive salary where they may become self sufficient.

Person Responsible: Kimberly Massey (kimberly.massey@pacecenter.org)

Additional Schoolwide Improvement Priorities

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

Pace Center for Girls will monitor on a monthly basis to ensure standards are being met.

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 regularly uses our board, staff, and even our students to assist on committees that make all decisions for our organization. Using stakeholders from the community, parents, staff and students are the key to improving the learning environment and our school culture. We want student to feel our support and trust that we are striving to reach their needs. There is no better way to do this than including them as well as their parents and community to make important decisions.

We make every effort to celebrate the girl's milestones with them in person or virtually since COVID-19 crisis. Pace Center for Girls staff plan and celebrate the first Monday of every month in an event we call Celebration Monday. During this meeting teachers present awards for attendance and grades. We also celebrate the student's attendance milestones, birthdays, and Student of the Month.

In order to create a positive learning environment for the students we also have a Growth and Change Ceremony.

We have Open House event that we invite all parents to come in and visit with staff. During these Open Houses we also invite our partners to set up tables to inform parents of the services that are available for their students/families.

Once a month we have a luncheon for new students and staff. This enables them to get the chance to meet and greet and have meaningful conversations with all staff members while enjoying lunch. It is a more casual way of meeting and building with staff.

When we hire new staff we also include the students in our final round of interviews with the candidate, so they have the opportunity to have the interview experience and help make the decision of which candidate would fit best in our center.

We build committees for all of our decisions because we want to engage our students, make them understand their voice is heard and important to our mission. Our mission is to serve them, and we cannot serve them if we do not communicate with them to find out their needs.

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: ESSA Subgroup: White	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged	\$0.00

3	III.A.	Areas of Focus: DJJ Components: Employment	\$0.00
Total:			\$0.00