Pace Center For Girls

2020-21 Schoolwide Improvement Plan

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Pace Center For Girls

208 CENTRAL AVE, Ormond Beach, FL 32174

http://www.pacecenter.org/locations/volusia-flagler

Demographics

Principal: Sheila Jordan A

Start Date for this Principal: 10/1/2020

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	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)	White 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	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 is pending approval by the Volusia County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year

Grade

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mission: PACE provides girls and young women an opportunity for a better future through education, counselling, training and advocacy.

Philosophy: 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.

Provide the school's vision statement.

The holistic, gender-specific, strength-based, and trauma-informed PACE program model addresses the needs of girls and has garnered recognition nationally as one of the most effective programs in the country for keeping girls from entering the juvenile justice system.

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
Faust, Megan	Other	•Oversees and ensures the administration of pre, yearly, post and standardized tests, and the scoring of tests and ESE compliance. •
Jordan, Sheila	Principal	Oversee day to day operation of school including fundraising and special events.
Sagrani, Kerrie	Other	Program Director-Oversee day to day operation of school including academic and social services.

Demographic Information

Principal start date
Thursday 10/1/2020, Sheila Jordan A

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
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Year	
Support Tier	
ESSA Status	CS&I
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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	1	3	11	10	8	9	4	46
Attendance below 90 percent	0	0	0	0	0	0	1	3	8	9	6	9	4	40
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	1	0	1	0	3	1	1	7
Course failure in Math	0	0	0	0	0	0	1	0	1	0	3	1	1	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	1	2	7	8	4	7	1	30
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	1	2	7	8	4	7	1	30

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	2	4	8	5	7	2	29

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	1	2	2	0	1	0	6

Date this data was collected or last updated

Tuesday 7/28/2020

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	6	5	9	11	6	5	3	45
Attendance below 90 percent	0	0	0	0	0	0	4	4	2	5	2	1	1	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	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	3	5	9	10	5	4	2	38

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	4	4	5	1	2	1	21

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	4	3	4	3	1	2	0	17
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	6	5	9	11	6	5	3	45
Attendance below 90 percent	0	0	0	0	0	0	4	4	2	5	2	1	1	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	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	3	5	9	10	5	4	2	38

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	4	4	5	1	2	1	21

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	4	3	4	3	1	2	0	17
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%	52%	56%	0%	49%	53%
ELA Learning Gains	0%	49%	51%	0%	48%	49%
ELA Lowest 25th Percentile	0%	37%	42%	0%	37%	41%
Math Achievement	0%	48%	51%	0%	50%	49%
Math Learning Gains	0%	49%	48%	0%	42%	44%
Math Lowest 25th Percentile	0%	38%	45%	0%	34%	39%
Science Achievement	0%	76%	68%	0%	72%	65%
Social Studies Achievement	0%	69%	73%	0%	68%	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 appears as title above this table.

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
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

	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
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups											

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	28
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	139
Total Components for the Federal Index	5
Percent Tested	80%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The overall federal index of all students (28%) showed the lowest performance.

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

The learning gains of the lowest quartile in ELA was 37%. Contributing factors included insufficient resources and poverty barriers.

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.

The learning gains of all students in mathematics had the greatest gap 23% when compared to the state average.

Which data component showed the most improvement? What new actions did your school take in this area?

FSA ELA reading scores increased by 27% due in part to a certified ELA teacher.

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

Student on-site attendance and state assessment scores are two areas of concern.

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

1. Student on-site attendance
2. FSA ELA achievement
3. FSA Math (including Algebra 1 and Geometry EOC exams) achievement
4. Percentage of students tested
5. Graduation

Part III: Planning for Improvement

Areas of Focus:

#1. DJJ Components specifically relating to Increased Attendance

Area of Focus Description and Rationale:	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:	The percentage of eligible students who returned to public school and whose attendance rate improved following their attendance in a DJJ education program, or whose attendance rate was ninety-five (95) percent or higher upon their return to a public school.
Person responsible for monitoring outcome:	Megan Faust (megan.faust@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, solutions-focused counseling to address factors contributing to chronic truancy, and measures to increase physical and emotional safety during the school day have been implemented for this Area of Focus.
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	Kerrie Sagrani (kerrie.sagrani@pacecenter.org)

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

Person Responsible	Kerrie Sagrani (kerrie.sagrani@pacecenter.org)

Daily attendance telephone calls by Administrative or Program Assistant to notify caregivers when a girl is not in attendance at school

Person Responsible	Megan Faust (megan.faust@pacecenter.org)

#2. DJJ Components specifically relating to Graduation	
Area of Focus Description and Rationale:	The likelihood of earning a standard high school diploma or its equivalent is a predictor of post-release recidivism among youth enrolled in DJJ prevention programs. Specific to Pace, 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:	The percentage of eligible students enrolled in grade 12 during their participation in the DJJ education program and who earned a standard high school diploma or its equivalent in the cohort year or the subsequent year. Eligible students who graduate in the cohort year and enrolled in grades other than grade 12 are also included. Earning a DJJ accountability rating of 3 requires a 71% high school completion rate among eligible students. Specific to Pace, girls to not graduate from Pace per se, but eligible students earn their diplomas from their sending high schools.
Person responsible for monitoring outcome:	Megan Faust (megan.faust@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 have been implemented for this Area of Focus.
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' 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	Megan Faust (megan.faust@pacecenter.org)

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

Person Responsible	Megan Faust (megan.faust@pacecenter.org)

Additional Schoolwide Improvement Priorities

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

1. FSA ELA achievement: All girls are enrolled in standards-based ELA courses taught by a certified teacher. Girls are assessed every 12 weeks for progress monitoring, and evidenced-based interventions in ELA are implemented when progress monitoring data indicate the need for further supports.
2. FSA Math (including Algebra 1 and Geometry EOC exams) achievement: All girls are enrolled in standards-based math courses taught by a certified teacher. Girls are assessed every 12 weeks for progress monitoring, and evidenced-based interventions in math are implemented when progress monitoring data indicate the need for further supports.
3. Percentage of students tested: Girls and caregivers will receive early and frequent notice about the spring, 2021 standardized testing window and testing dates for specific assessments. Participation in assessments will be incentivized.

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 asks that all stakeholders, including girls, staff, caregivers, and third-party supports, work to build and maintain a culture of caring, learning, purpose, and results. 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.

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