Pace Center For Girls, Inc.

2020-21 Schoolwide Improvement Plan

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Pace Center For Girls, Inc.

2225 N ANDREWS AVE, Wilton Manors, FL 33311

[no web address on file]

Demographics

Principal: David Watkins

Start Date for this Principal: 8/2/2014

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	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
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	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 Broward County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served
(per MSID File)

2019-20 Title I School

2019-20 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

High School
6-12

No

%

Primary Service Type
(per MSID File)

Charter School

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

Alternative Education

No

%

School Grades History

Year

Grade

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Merchant, Charisse	Principal	Oversee delivery of education services.

Demographic Information

Principal start date
Saturday 8/2/2014, David Watkins

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

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

Total number of teacher positions allocated to the school
7

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	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
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	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														Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	0	0	0	0	0	0	3	11	11	13	36	17	15	106
Attendance below 90 percent	0	0	0	0	0	0	3	9	10	10	32	15	15	94
One or more suspensions	0	0	0	0	0	0	2	10	1	1	7	2	1	24
Course failure in ELA	0	0	0	0	0	0	0	0	0	3	2	1	0	6
Course failure in Math	0	0	0	0	0	0	3	8	9	8	23	15	11	77
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	3	8	9	8	23	15	11	77
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	2	5	7	7	19	8	8	56

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	2	5	7	7	19	8	8	56
Students retained two or more times	0	0	0	0	0	0	2	3	0	0	0	0	4	9

Date this data was collected or last updated

Friday 8/21/2020

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	3	11	11	13	36	17	15	106
Attendance below 90 percent	0	0	0	0	0	0	3	9	10	10	32	15	15	94
One or more suspensions	0	0	0	0	0	0	2	10	1	1	7	2	1	24
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	3	2	1	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	3	8	9	8	23	15	11	77

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	2	5	7	7	19	8	8	56

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	2	2	7	7	18	9	8	53
Students retained two or more times	0	0	0	0	0	0	0	2	3	0	0	0	4	9

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	3	11	11	13	36	17	15	106
Attendance below 90 percent	0	0	0	0	0	0	3	9	10	10	32	15	15	94
One or more suspensions	0	0	0	0	0	0	2	10	1	1	7	2	1	24
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	3	2	1	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	3	8	9	8	23	15	11	77

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	2	5	7	7	19	8	8	56

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	2	2	7	7	18	9	8	53
Students retained two or more times	0	0	0	0	0	0	0	2	3	0	0	0	4	9

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%	57%	56%	0%	56%	53%
ELA Learning Gains	0%	52%	51%	0%	51%	49%
ELA Lowest 25th Percentile	0%	45%	42%	0%	43%	41%
Math Achievement	0%	51%	51%	0%	50%	49%
Math Learning Gains	0%	44%	48%	0%	43%	44%
Math Lowest 25th Percentile	0%	43%	45%	0%	38%	39%
Science Achievement	0%	66%	68%	0%	62%	65%
Social Studies Achievement	0%	71%	73%	0%	68%	70%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

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

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

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
BLK	27	33		10			9	8			
FRL	37	29		15	18		15	18			
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16**	**C & C Accel 2015-16**

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	15
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	88
Total Components for the Federal Index	6
Percent Tested	55%

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	17
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	
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	22
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.

Black / African-American and Economically Disadvantaged students showed the lowest performance. Contributing factors include low attendance rates and inconsistent transitions of students. Many students do not start or end the academic year in the same setting, and may not receive the same instruction across school sites.

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?

Two potential areas of concern from the EWS data is the percentage of students with attendance below 90% and the percentage of students with level 1 achievement in ELA or Math.

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

1. Increase attendance rates for Black / African-American and Economically Disadvantaged students.
2. Maintain high-quality instruction in all academic areas in regards to increasing outcomes for Black / African-American and Economically Disadvantaged students.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Improved attendance is not the only factor impacting student achievement. Student learning improves with consistent attendance, high-quality teaching, engaging curriculum, feeling safe in the learning environment, and a positive relationship between the home and school.
Measurable Outcome:	Currently, student attendance is at or below 70%. Student attendance rates will increase by at least 5% for the academic year.
Person responsible for monitoring outcome:	Charisse Merchant (charisse.merchant@browardschools.com)
Evidence-based Strategy:	bell schedule restructure Weekly SEL groups with counselors and SEL practices embedded into classroom structure with explicit instruction
Rationale for Evidence-based Strategy:	Pace will restructure the bell schedule to reflect a later start time for students. Research shows that adolescents require a longer amount of sleep and because students take public transportation, this requires them to begin their day very early which is a deterrent from on-time school arrival.

Action Steps to Implement

1. Offering before and after school tutoring for Black/African American and Economically Disadvantaged Students

2. Black/African American and Economically Disadvantaged Students participate in social and emotional learning groups within counselor careloads every 1-2 weeks to learn to self manage and develop coping skills. Additionally, students will engage in SEL practices daily at the beginning of each day. SEL instructional practices will be embedded across all content areas.

Person Responsible	Charisse Merchant (charisse.merchant@browardschools.com)

#2. Instructional Practice specifically relating to Professional Learning	
Area of Focus Description and Rationale:	Maintain high-quality standards-based instruction in all academic areas for Black/African American and Economically Disadvantaged Students. Learning includes mastering academic standards, undergoing social-emotional development, and applying knowledge and skills in new situations.
Measurable Outcome:	Pace will provide standards-based instruction in 100% of classrooms with 100% of teachers being certified in their subject area.
Person responsible for monitoring outcome:	Charisse Merchant (charisse.merchant@browardschools.com)
Evidence-based Strategy:	Instructional personnel will be provided with the instructional resources that will assist them in the alternative school model. They will receive instruction and development on high yield, ESE and ESOL strategies. The instructional staff is also are trained on effective instructional strategies to meet the academic and social-emotional needs of low performing students as well as students needed trauma-responsive instruction of Black/African American and Economically Disadvantaged Students.
Rationale for Evidence-based Strategy:	100% of students enroll into Pace with 3 or more risk factors or ACEs. This greatly impacts the way students learn and the level of instruction needed for academic success of Black/African American and Economically Disadvantaged Students.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

1. Provide On-Going Professional Development and Continuing Education Opportunities to meet the needs of Black/African American and Economically Disadvantaged Students.
2. Regular supervision and feedback (formal and informal supervision and classroom observations).
3. Common Planning Period, Academic and Care Review/Treatment Team Meetings - collaborative meetings,
held on a weekly and monthly basis, to discuss students, the instructional best practices, and teacher concerns.
4. Provide access to digital and print teacher materials (school and district) to meet the needs of Black/African American and Economically Disadvantaged Students.

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 is built on a set of guiding values and principles that shape the way stakeholders are involved and valued. These principles guide the climate and culture. Staff and girls understand what these mean as well as the Foundational Pillars: Gender-Responsive, Trauma-Informed and Strength-Based.

Values and Guiding Principles
Honor the Female Spirit: Value and promote the female perspective by respecting its distinct needs, creating safe gender-responsive environments, and celebrating the female experience.

Act with Integrity and Positive Intent: We believe that all actions and decisions must be guided by the highest ethical principles, respecting the uniqueness of all involved and honoring the differences.

Focus on Strengths: Look to identify the strengths in our girls, their families, our team members and supporters. Using these strengths as our foundation, we build strong, confident, productive community participants.

Embrace Growth and Change: We believe that everyone is capable of remarkable growth, and only by encouraging change can individuals, organizations and society reach their full potential.

Value the Wisdom of Time: We understand that patience can be as powerful as immediate action, and each has its place. We value the discernment required for their effective use.

Exhibit Courage: We think courage is essential in making a difference, enabling us to speak for those who cannot, take risks to do what is right, deliver just and fair consequences and be accountable for our actions.

Seek Excellence: We strive for excellence in all we accomplish by holding true to our mission while consistently meeting high standards of performance, reflecting critically upon our accomplishments, seeking innovative solutions, and believing all things are possible.

Create Partnerships: We believe in developing effective partnerships and long-term relationships, by listening to our team members, the girls, their families and our communities, incorporating their input and involving them in our decision-making.

Invest in the Future: We place our faith in the long-term growth and development of our girls, staff, agency and communities, believing it is the best strategy for creating results that have lasting impact.

Pace Culture
Caring focuses on relationships and mutual trust with our pace girls. Work environments are warm, collaborative, and welcoming places where the girls and team members help and support one another.

Support staff are united by loyalty; leaders emphasize sincerity, teamwork, and positive relationships.

Purpose is exemplified by idealism and altruism. Work environments are tolerant, compassionate places where team members work together to try and do good for the long-term future of the world. Our girls are supported by team members that focus on sustainability and global communities; leaders emphasize shared ideals and contributing to a greater cause.

Learning is characterized by exploration, expansiveness, and creativity. Work environments are inventive and open-minded that encourages new ideas and explore alternatives. Team members are united by curiosity; leaders emphasize innovation, knowledge and adventure.

Results is characterized by achievement and winning. Work environments are outcome-oriented and merit-based places where people aspire to achieve top performance. Team members are united by a drive for capability and success; leaders emphasize goal accomplishment.

Parent Family and Engagement Plan (PFEP) Link

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