Pace Center For Girls

2020-21 Schoolwide Improvement Plan

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Pace Center For Girls

3508 26TH ST W, Bradenton, FL 34205

https://www.pacecenter.org/locations/florida/manatee

Demographics

Principal: Amy Wick Mavis

Start Date for this Principal: 9/21/2020

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)	Hispanic 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	Central
Regional Executive Director	[Lucinda Thompson](#)
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 Manatee County School Board on 10/13/2020.

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.

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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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 & celebrate a life defined by repsonsibility, dignity, serenity & 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
Wick-Mavis, Amy	Other	Oversee the implementation of program activities (academic & social services) as well as community involvement (i.e./ donor cultivation, fundraising, etc).
Hamilton, Jessica	Other	Program Director
Mayer, Brooke		Academic Manager

Demographic Information

Principal start date
Monday 9/21/2020, Amy Wick Mavis

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.*
1

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.*
1

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
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2019-20 Title I School	No
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Regional Executive Director	[Lucinda Thompson](#)
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	12	8	13	15	10	61
Attendance below 90 percent	0	0	0	0	0	0	0	2	8	2	9	10	7	38
One or more suspensions	0	0	0	0	0	0	0	2	10	6	6	7	7	38
Course failure in ELA	0	0	0	0	0	0	0	1	4	1	3	5	6	20
Course failure in Math	0	0	0	0	0	0	0	1	3	1	2	4	7	18
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	1	6	2	5	3	2	19
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	8	3	7	6	2	26

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	11	4	10	10	8	46

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	2	0	0	0	0	2
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 10/1/2020

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	1	1	11	10	9	17	7	56
Attendance below 90 percent	0	0	0	0	0	0	0	0	7	6	8	16	4	41
One or more suspensions	0	0	0	0	0	0	1	1	9	4	6	13	5	39
Course failure in ELA or Math	0	0	0	0	0	0	1	0	1	3	7	9	5	26
Level 1 on statewide assessment	0	0	0	0	0	0	1	1	9	8	7	8	5	39

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	1	11	6	9	16	5	49

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	3	2	5	1	12
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	1	1	11	10	9	17	7	56
Attendance below 90 percent	0	0	0	0	0	0	0	0	7	6	8	16	4	41
One or more suspensions	0	0	0	0	0	0	1	1	9	4	6	13	5	39
Course failure in ELA or Math	0	0	0	0	0	0	1	0	1	3	7	9	5	26
Level 1 on statewide assessment	0	0	0	0	0	0	1	1	9	8	7	8	5	39

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	1	11	6	9	16	5	49

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	3	2	5	1	12
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%	49%	56%	0%	48%	53%
ELA Learning Gains	0%	47%	51%	0%	45%	49%
ELA Lowest 25th Percentile	0%	37%	42%	0%	35%	41%
Math Achievement	0%	51%	51%	0%	52%	49%
Math Learning Gains	0%	47%	48%	0%	46%	44%
Math Lowest 25th Percentile	0%	45%	45%	0%	38%	39%
Science Achievement	0%	67%	68%	0%	73%	65%
Social Studies Achievement	0%	69%	73%	0%	63%	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
HSP	10										
WHT				10							
FRL	21	33		5	31		10	20			

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	19
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	112
Total Components for the Federal Index	6
Percent Tested	88%
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	
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	5
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
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	10
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	20
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

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

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

The lowest performing groups as per ESSA data are: Hispanic, white & economically disadvantaged. There is no data from last year to assess trends. All students are economically disadvantaged. Every area of focus is addressing them.

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

There is no comparative data. All of our Pace are economically disadvantaged and behind in school. An issue with testing is at what point during a girls' enrollment, does she take the assessment. We will work to align teh end of the course with the time of assessment.

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.

I do not know where to gather this data. I would assume the gaps are related to testing. Since 100% of our girls have experienced school failure, closing that gap is difficult.

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

There is no comparative data. All areas continue to be of concern.

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

Since 100% of our girls are economically disadvantaged, if we improve this cohort group, ALL of our girls will improve!

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

1. Improve attendance
2. Improve math learning gains
3. Recruit & retain highly qualified teachers

Part III: Planning for Improvement

Areas of Focus:

#1. DJJ Components specifically relating to	
Area of Focus Description and Rationale:	Our students are historically poor attenders therefore contributing to their academic failure. Without addressing this critical area, potential for improvement is limited. Since ALL of our girls are economically disadvantaged (inclusive of white & Hispanic), attendance will be addressed for all girls.
Measurable Outcome:	80% of Pace girls will have an attendance rate of 70% or greater.
Person responsible for monitoring outcome:	Jessica Hamilton (jessica.hamilton@pacecenter.org)
Evidence-based Strategy:	Strategies to improve attendance include: daily telephone contact with parents re: absences, home visit by Counselor on Day 3 of absence, bus tickets for transportation, Growth & Change System to modify behavior and an encouraging culture that supports attending school.
Rationale for Evidence-based Strategy:	Pace is identified as a promising practice and a national leader in serving girls.

Action Steps to Implement

1. Attendance will be monitored daily & call made by the Program Aide
2. Counselors will make HV on Day 3 of absence.
3. Bus passes will be given to any girl who requires transportation.
4. Daily points & monthly ceremonies reinforce the Growth & Change System.
5. A variety of Center wide activities support a culture of encouraging girl to attend school.

Person Responsible	Jessica Hamilton (jessica.hamilton@pacecenter.org)

#2. Instructional Practice specifically relating to	
Area of Focus Description and Rationale:	Increase student success in math. Since ALL of our girls are economically disadvantaged (inclusive of white & Hispanic), attendance will be addressed for all girls.
Measurable Outcome:	70% of students will improve their STAR math scores. 70% of students will earn 1 course completion or credit in math. 10% of girls who take the Algebra EOC will pass.
Person responsible for monitoring outcome:	Brooke Mayer (brooke.mayer@pacecenter.org)
Evidence-based Strategy:	Strategies to improve math scores are: computer based instruction as needed, small class sizes, 1:1 advising, monthly progress monitoring & recognition of accomplishments.
Rationale for Evidence-based Strategy:	Pace is identified as a promising practice and a national leader in serving girls.

Action Steps to Implement

1. Edgenuity provides 1;1 learning & resources for credit recovery.
2. Bi weekly 1:1 academic meetings to measure progress & discuss strategies.
3. 12 week STAR testing to measure progress.
4. Monthly Care Review to discuss progress.
5. Embrace Growth & Change system for daily reinforcement.
6. Weekly showcase to highlight student achievements.

Person Responsible   Brooke Mayer (brooke.mayer@pacecenter.org)

#3. Leadership specifically relating to	
Area of Focus Description and Rationale:	Recruit & retain highly qualified teachers.
Measurable Outcome:	100% of Pace teachers will be highly qualified or working towards becoming highly qualified at a rate that is defined by the District's plan.
Person responsible for monitoring outcome:	Brooke Mayer (brooke.mayer@pacecenter.org)
Evidence-based Strategy:	Provide additional incentives to recruit & retain teachers.
Rationale for Evidence-based Strategy:	To keep teachers from leaving Pace and going to MCSB with higher salaries, retirement & summers off, Pace will provide additional incentives to recruit & retain teachers.

Action Steps to Implement

1. Offer an additional month off with pay, or comparable bonus to any teacher who has worked at Pace for over 1 year.
2. Offer annual raises based upon performance.
3. 1/4ly coaching tool administered by Academic Manager to provide feedback & support to increase classroom success.

Person Responsible   Brooke Mayer (brooke.mayer@pacecenter.org)

Additional Schoolwide Improvement Priorities

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

School Leadership will monitor these areas of focus during monthly 1:1 meetings with staff and during staff meetings. Strategies will be modified as needed.

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 has been addressing a positive culture for the past 2 years. Our Center has been using the Human Synergistics model. Our Spirited Girls class addresses center wide culture. We use Restorative Practice as a means of righting wrongs.

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: DJJ Components:	$0.00
2	III.A.	Areas of Focus: Instructional Practice:	$0.00
3	III.A.	Areas of Focus: Leadership:	$0.00
		Total:	$0.00