

The School District of Palm Beach County

Pace Center For Girls



2021-22 Ungraded Schoolwide Improvement Plan

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Pace Center For Girls

1640 S. CONGRESS AVE, Palm Beach Springs, FL 33461

<https://pcog.palmbeachschools.org>

Demographics

Principal: Demetrus Permenter

Start Date for this Principal: 1/11/2016

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	DJJ
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	54%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	2021-22: No Rating 2020-21: No Rating 2018-19: No Rating 2017-18: No Rating 2016-17: No Rating
DJJ Accountability Rating	2023-24: Acceptable

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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.

A world where all girls and young women have POWER, in a JUST and EQUITABLE society.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Pace Center for Girls, Inc. (Pace) has been the sole provider for gender-responsive prevention/intervention and diversion non-residential services to at-risk girls throughout the state of Florida. Pace addresses the common set of precipitating factors of victimization, academic underachievement, and physical and mental health issues that research has linked with girls' entry into the juvenile justice system. Pace is recognized throughout the country for reducing the number of at-risk girls from becoming involved in the juvenile justice system.

Reviewers of both state and federal juvenile justice programs have indicated Pace as the most consistently successful prevention and intervention program funded by the Florida Department of Juvenile Justice while the Federal Office of Juvenile Justice and Delinquency Prevention (OJJDP) considers Pace a "best practice promising model" nationally. Pace Center for Girls is a Blueprints for Healthy Youth Development Certified Promising Program for Career Academics Pace provides a lower cost and more effective alternative to confinement by preventing risk factors, reducing behavior, and physical chronic health problems, while addressing adverse childhood experiences (ACEs) and encouraging family strengthening initiatives.

Pace's holistic model addresses the six developmental domains of girls' healthy development through prevention and early intervention academic and counseling approaches targeting girls at-risk of delinquency involvement, dropping out of school and/or early pregnancy.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Brownlee, April	Principal	Administrative oversight of SIP implementation and direct support to program Academic Manager. Execute and oversee daily school operations.
Latham, Melinie	Assistant Principal	Direct oversight of the academic program, teaching staff, and SIP implementation.
Keough, Lisa	School Counselor	Provides quality support services and guidance as the School Counselor
Leonard, Crystal	Transition Specialist	Provides students and families support for re-entry into SAC schools
Pollard, Jeff	Other	Provide a common vision for the use of data-based decision making. Ensures school based team is implementing MTSS and RTI.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information**Principal start date**

Monday 1/11/2016, Demetrus Permenter

Number of teachers with professional teaching certificates?

1

Number of teachers with temporary teaching certificates?

4

Total number of teacher positions allocated to the school.

5

Total number of students enrolled at the school.

50

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data**Early Warning Systems**

2021-22**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	2	3	4	11	13	16	50	
Attendance below 90 percent	0	0	0	0	0	0	1	0	1	3	4	5	5	19	
One or more suspensions	0	0	0	0	0	0	1	0	0	0	1	1	0	3	
Course failure in ELA	0	0	0	0	0	0	1	1	1	1	9	9	12	34	
Course failure in Math	0	0	0	0	0	0	1	2	1	1	10	11	11	37	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	7	7	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	1	1	2	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	1	1	5	6	8	22	

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	1	1	8	11	11	34

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	2	0	0	2

Date this data was collected or last updated

Tuesday 7/27/2021

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	3	3	14	10	10	23	63	
Attendance below 90 percent	0	0	0	0	0	0	0	3	2	9	7	6	16	43	
One or more suspensions	0	0	0	0	0	0	0	3	0	6	4	4	5	22	
Course failure in ELA	0	0	0	0	0	0	0	3	1	9	8	5	20	46	
Course failure in Math	0	0	0	0	0	0	0	2	0	5	7	7	15	36	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	0	4	4	5	8	22	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	2	0	6	2	2	11	23	

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	1	11	9	7	21	52

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	3	3	13	10	9	22	60
Students retained two or more times	0	0	0	0	0	0	0	3	3	13	10	9	22	60

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					57%	56%		57%	56%
ELA Learning Gains					51%	51%		53%	53%
ELA Lowest 25th Percentile					43%	42%		46%	44%
Math Achievement					54%	51%		54%	51%
Math Learning Gains					45%	48%		47%	48%
Math Lowest 25th Percentile					43%	45%		43%	45%
Science Achievement					73%	68%		72%	67%
Social Studies Achievement					74%	73%		73%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
FRL											
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	47%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	

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%	
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%	
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%	
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%	
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%	
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%	
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%	
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%	

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%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Data is not available for the ESSA subgroups. However, Progress Monitoring continued for all students and was conducted through the following: administration of bi-monthly STAR assessment; data analysis of STAR scores and review of progress during bi-monthly Progress Monitoring; teaching of standards explicitly based on STAR results; quarterly updates of progress monitoring goals; and parent notification/ recommendation of math tutoring.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Data is not available for the ESSA subgroups. However, overall there was a decrease in the number of students retained and an increase in the number of students that passed ELA and Math courses. New action taken to address the limitation with ESSA subgroup data was a targeted focus on improving data collection methods to increase the number of ESSA subgroup students to test within the same time period.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The area in need of the greatest improvement is FSA ELA proficiency. The basis for this is based on the data obtained in 2020.

What trends emerge across grade levels, subgroups and core content areas?

For core content areas, there has been a decrease in course failure in ELA in the 2020-2021 school year in comparison to the 2019-2020 school year. For Math, there has been an increase in course failure for the 2020-2021 school year in comparison to the 2019-2020 school year.

For ESSA subgroups, the trend remains that data collection methods need improvement to capture ESSA subgroup students to test within the same time period. This would allow trends in subgroups to be reviewed. At present time, there are no data indicators within the same subgroups to evaluate trends.

What strategies need to be implemented in order to accelerate learning?

The following strategies need to be implemented to accelerate learning: Project-Based Learning; Professional Development: Backwards Design; Implementation of a reading program; and Implementation of an ESE teacher

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Pace will support professional development for all academic and counseling support staff through participation in a 6-week SEL training course facilitated by Improv to Improve beginning on August 9, 2021.

Pace will increase cross-departmental collaboration by having teaching and counseling staff co-facilitate bi-monthly social-emotional learning topics and activities with students, in the classrooms.

Pace will use the MTSS process to identify girls in need of tiered support in the following areas: attendance concerns/ truancy, academic underachievement, and behavior/ behavioral health concerns.

Pace team will strategically place girls within cross-departmental teams that advise 6-month goal planning and interventions focused on identified areas of concern. Teams should meet every six months, or as needed, to review progress

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Improve academic outcomes by increasing FSA ELA scores. This is needed to address the current 2021 – 2022 school year Early Warning Indicator rates including: the 68% of enrolled students that have course failure in ELA; the 44% of students with a substantial reading deficiency; and the 14% of students that demonstrated a level 1 proficiency on FSA ELA in 2019. For comparison, during the previous 2020 – 2021 year, the following Early Warning Indicator rates are noted for students that were enrolled: 73% of enrolled students had course failure in ELA; and 35% of enrolled students demonstrated a level 1 proficiency on FSA ELA in 2019. In Spring 2021, 29 girls took the FSA ELA; 62% did not complete enough to earn a score and 31% of girls demonstrated a level 1 or 2 proficiency on FSA ELA. There remains a significant need for targeted supports and interventions for improving academic outcomes reflected in FSA ELA scores which aligns with the district's 2016-2021 strategic plan.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2021-2022 school year, the school plans to work towards a 40% level of students demonstrating a score of 3 or greater on the FSA ELA.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Bi-Monthly STAR scores, Bi-Monthly Progress Monitoring, Quarterly Progress Monitoring and Goal Review

**Person
responsible for
monitoring
outcome:**

Melinie Latham (melinie.latham@palmbeachschools.org)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Project-Based Learning is an evidenced-based teaching method in which students learn by actively engaging in real-world and personally meaningful projects. Small Group Instruction is an opportunity for teachers to provide additional teaching and practice often needed for struggling students to master important skills or understand key concepts.

**Rationale for
Evidence-based
Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria

Project Based Learning as a teaching strategy increases students' knowledge and understanding of content-area material and enables them to transfer their skills to achieve higher assessment scores. The research literature on project-based learning indicates students who participate in a student-centered learning environment increase their knowledge in content-area subjects. These students then transfer their understanding of content material to standardized assessments leading to higher scores.

Small group instruction provides intensity as students have more opportunities to

used for selecting this strategy. practice and respond. It gives students more of the teacher's focused attention and a chance to ask specific questions about what they learned. Research shows that students in small groups in the classroom learn significantly more than students who are not instructed in small groups Small group instruction allows opportunity for teachers to provide additional teaching and practice often needed for struggling students to master important skills or understand key concepts.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

Monitoring ESSA

Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

1. Engage students in Project-Based Learning by providing a structured culminating activity quarterly, for each subject area, that requires students to reflect on what they've learned and demonstrate real-world application and/or problem-solving.
Person(s) Responsible: Ja'Landa Little, Daryl Brown, Robert Christie, Traci Talbot, LaChish Rigg, Melinie Latham, ESE Teacher
2. Identify girls with FSA scores of 1 or 2 and/or below 974 on the STAR Renaissance test and provide once weekly, for a minimum of 25 minutes, 100 minutes/month, targeted small group instruction facilitated by ESE Teacher.
Person(s) Responsible: Ja'landa Little, Melinie Latham, ESE Teacher

#2. Instructional Practice specifically relating to Math**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Improve academic outcomes by increasing FSA Algebra I scores. This is needed to address the current 2021 – 2022 school year Early Warning Indicator rates including: the 74% of enrolled students that have course failure in Math; and the 4% of students that demonstrated a level 1 proficiency on FSA Math in 2019. For comparison, during the previous 2020 – 2021 year, the following Early Warning Indicator rates are noted for students that were enrolled: 57% of enrolled students had course failure in Math; and 37% of enrolled students demonstrated a level 1 proficiency on FSA Math in 2019. In Spring of 2021, 9 girls took the FSA Math and 100% demonstrated a level 1 or 2 proficiency. There remains a significant need for targeted supports and interventions for improving academic outcomes reflected in FSA Algebra I which aligns with the district's 2016-2021 strategic plan.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2021-2022 school year, the school plans to work towards a 30% level of students demonstrating a score of 3 or greater on the FSA Algebra I.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Bi-Monthly STAR scores, Bi-Monthly Progress Monitoring, Quarterly Progress Monitoring and Goal Review

**Person responsible
for monitoring
outcome:**

Melinie Latham (melinie.latham@palmbeachschools.com)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Project-Based Learning is an evidenced-based teaching method in which students learn by actively engaging in real-world and personally meaningful projects. Small Group Instruction is an opportunity for teachers to provide additional teaching and practice often needed for struggling students to master important skills or understand key concepts.

Project Based Learning as a teaching strategy increases students' knowledge and understanding of content-area material and enables them to transfer their skills to achieve higher assessment scores. The research literature on project-based learning indicates students who participate in a student-centered learning environment increase their knowledge in content-area subjects. These students then transfer their understanding of content material to standardized assessments leading to higher scores.

**Rationale for
Evidence-based
Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Small group instruction provides intensity as students have more opportunities to practice and respond. It gives students more of the teacher's focused attention and a chance to ask specific questions about what they learned. Research shows that students in small groups in the classroom learn significantly more than students who are not instructed in small groups Small group instruction allows opportunity for teachers to provide additional teaching and practice often needed for struggling students to master important skills or understand key concepts.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Engage students in Project-Based Learning by providing a structured culminating activity quarterly, for each subject area, that requires students to reflect on what they've learned and demonstrate real-world application and/or problem-solving.

Person(s) Responsible: Ja'Landa Little, Daryl Brown, Robert Christie, Traci Talbot, LaChish Rigg, Melinie Latham, ESE Teacher

2. Identify girls with FSA scores of 1 or 2 and/or below 974 on the STAR Renaissance test and provide once weekly, for a minimum of 25 minutes, 100 minutes/month, targeted small group instruction facilitated by ESE Teacher. Person(s) Responsible: Daryl Brown, Melinie Latham, ESE Teacher

Person Responsible [no one identified]

Monitoring ESSA**Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#3. Culture & Environment specifically relating to Social Emotional Learning**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Increase internal accountability for improving services and contributory factors that directly impact core academic outcomes. This is needed to address the current 2021 – 2022 school year Early Warning Indicator rates including: the 38% of enrolled students with attendance rates below 90%; and the 38% of enrolled students that have two or more Early Warning Indicators. For comparison, during the previous 2020 – 2021 year, the following Early Warning Indicator rates are noted for students that were enrolled: 68% of enrolled students had attendance rates below 90%; and 83% of enrolled students had two or more Early Warning Indicators. Additionally, during the 2020 – 2021 year: 35% of students had one or more suspensions and 95% of students were retained. There remains a vital need to improve internal accountability focused on professional development and cross-departmental collaboration for strengthening core services that will support student academic engagement and outcomes.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2021-2022 school year, the school plans to focus on improving attendance rates so that at least 80% of students achieve at least an 80% attendance rate

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Attendance rates can be monitored through both Pace's internal data collection system as well as SIS. Daily attendance calls are made to parents/ caretakers for girls not in attendance. Girls with unexcused absences of 3 or more days will also have a parent/ caretaker contacted by a member of management and a home visit will be conducted for girls exceeding a week of absences.

**Person
responsible for
monitoring
outcome:**

[no one identified]

**Evidence-based
Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Social-emotional learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.

**Rationale for
Evidence-based
Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria

Social and emotional learning (SEL) involves a coordinated set of evidence-based practices for enhancing social-emotional-cognitive development, positive behavior, interpersonal relationships, and academic performance. Research shows that improving a school's climate and culture is an important way to achieve this goal, especially in schools with diverse student populations. SEL can increase student achievement and promote prosocial behaviors, engage students in learning and reduce depression and stress, factors critical to student attendance. SEL can help schools reduce chronic absenteeism and improve attendance rates.

used for selecting this strategy. Research shows that to increase SEL, it begins with foundational supports and teams, fostering awareness and a shared vision. From there, teams can focus on building trusting relationships and collaborate to promote SEL throughout the school through a coordinated approach, resulting in a direct positive impact on the population of individuals served. Collaborative teaching, for example, can enhance students' learning outcomes and educational experiences.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Enhance professional development for all academic and counseling support staff through participation in a 6-week SEL training course facilitated by Improv to Improve beginning on August 9, 2021. Person(s) Responsible: April Brownlee, Melinie Latham, Tamara McKlveen
2. Increase cross-departmental collaboration by having teaching and counseling staff co-facilitate bi-monthly social-emotional learning topics and activities with students, in the classrooms. Person(s) Responsible: April Brownlee, Melinie Latham, Tamara McKlveen
3. Use the MTSS process to identify girls in need of tiered support in the following areas: attendance concerns/ truancy, academic underachievement, and behavior/ behavioral health concerns. Strategically place girls within cross-departmental teams that advise 6-month goal planning and interventions focused on identified areas of concern. Teams should meet every six months, or as needed, to review progress. Person(s) Responsible: April Brownlee, Melinie Latham, Tamara McKlveen

Person Responsible [no one identified]

Monitoring ESSA

Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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.

The voices of Pace girls are the cornerstone in program innovation, design, and implementation. Pace girls participate in the culture work of Pace focused on Caring, Learning, Purpose and Results, sharing their ideas and input during quarterly culture forums held statewide. Pace girls also provide feedback in surveys conducted twice annually which provides a net promoter score for each Pace center with performance trends. Pace surveys annually the caregivers for feedback on the performance of the Pace center and team members. It is through these measures that feedback is obtained for program and service delivery improvement.

The Pace team also identifies service-learning opportunities; facilitates Girls Circles, Life Skills Training, Restorative Circles, and Parent-Daughter groups; and hosts family enrichment activities and events based on needs and feedback obtained from girls and families enrolled in the Program. These opportunities promote girl-centered social-emotional and life skills development. Girls have the opportunity to provide feedback for enhancing the program and take part in brainstorming and planning for program enrichment activities and events.

Special emphasis will be given to Florida Statue 1003.42 and SB Policy 2.09 by using the district's Pillars of Effective Instruction:

Students will be immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Pace Center for Girls will continue to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our school highlights multicultural diversity within the curriculum, to include:

(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to teach in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, is widely recognized as a precipitating event that led to the Holocaust.

(h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience,

abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(p) Study of Hispanics contributions standards prioritizes listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of women to society.

(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics are addressed in greater depth through the school counselor during instruction and during special events held throughout the school year. Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Pace will implement a Single School Culture and share the Universal Guidelines for Success by communicating these expectations to parents and student. Pace support system will include teachers, ESE contact, School Counselor, and Graduation Coach.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The key to Pace's sustainability has been its ability to galvanize local communities on behalf of girls, envision how conditions for girls can fundamentally change, and then translate these efforts into local, state, and federal advocacy on behalf of girls. As a public/private partnership, Pace Center for Girls has three major constituencies that join us in this work: (1) The Florida Legislature establishes public policy that impacts girls and young women and provides resources for implementation through a line-item in the state budget; (2) Public agencies, such as the Florida Department of Juvenile Justice and the Florida Department of Education, oversee implementation of policies and provide the mechanism for systemic services; and (3) A powerful coalition of individuals in communities across Florida that ensure sufficient resources through fundraising efforts, community and public relations, and advocacy on behalf of girls.

Since its inception in 1996, Pace Palm Beach has ha extensive history of community collaboration specifically in advocating for the needs of girls. Over the years, program leadership has participated in committees and task forces advocating on behalf of girls and collaborating on the need for gender responsive programming. Pace has a long-term working relationship with the Department of Juvenile Justice, the State Attorney's Office, the Juvenile Court System, the Public Defender's Office, the School Board of Palm Beach County, Child Net/DCF, and youth advocates/stakeholders/partners. Pace leadership provides knowledge, guidance, and support to the community, state, and national agencies with respect to the needs of girls in the juvenile justice system with the goal of preventing entry into the system, reducing recidivism, and improving public safety. Additionally, Pace engages community partners in the facilitation of their work. Examples of partners include the Florida Association of Women Lawyers, Norton Museum of Art, Starbucks, Palm Beach State College, Office Depot and their Associate Resource Group, Women of Color, Florida Fishing Academy, Junior League, Children's Home Society, and more. We seek feedback and input

from our partners for enhancing the scope and delivery of our work and community impact.

Pace's longstanding commitment to enhancing the availability of gender responsive, trauma informed, strength-based and holistic programming tailored to meet the unique developmental needs of girls has been successful due to community partnerships and collaboration amongst stakeholders aimed at providing equitable opportunities for all youth in our communities. Pace relies upon community involvement in the delivery and evaluation of available services for girls, relying upon feedback, suggestions, and information from subject matter experts to ensure holistic approaches for girls are current, relevant, and supportive of girls' healthy development.