

Collier County Public Schools

The Pace Program



2019-20 Schoolwide Improvement Plan

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The Pace Program

201 N 1ST ST, Immokalee, FL 34142

[no web address on file]

Demographics

Principal: Brent Klein

Start Date for this Principal: 8/12/2019

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 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 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Collier 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)	2018-19 Title I School	2018-19 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

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Starke, Kelly	Assistant Principal	<p>Position Overview: This position is responsible for guiding and managing the day - to- day operations of the academic/social service team by performing the following duties.</p>
		<p>Role and Responsibilities</p> <ul style="list-style-type: none"> • Creates partnership with community resources to identify quality services and assistance that will enhance the program. • Develops the program schedule ensuring the school district requirements are met; may act as liaison between PACE and local school district. • Ensures the program adheres to JJEEP standards. • Conducts regular self-audits to ensure the center is QA ready. • Reviews and implements changes to standards as they occur and trains staff on changes to standards. • Demonstrates and educates gender responsive programming. • Oversees and ensures staff is trained to apply the strength-based approach to programming. • Provides counseling, support and direction for direct reports. • Counsels and provides case management and crisis intervention to the girls (and families) on an as needed basis. • Monitors the implementation of social services and academic components in the program. • Develops and communicates annual training plan for center. • Shares responsibility for maintaining center census. • Prepares for and facilitates care review meetings as needed. • Participates in parent/family educational workshop. • Ensures that all disclosures of abuse and neglect are reported. • Follows the guidelines from Central Communications Center (CCC) and determines when to report incidents. • Develops staff in the Reflective Practice model. • Oversees the training and supervision of volunteers and ensures their performance meets the needs of the girls served. (Where applicable and is center specific). • Promotes PACE within the community, conferences and public speaking events. • Collaborates with Academic Manager to implement the School Improvement Plan and provide feedback to staff as needed. • Collaborates with the Executive Director to ensure compliance with guidelines with state and/or federal funding. • Uses ETO and other documentation to ensure the Academic and Social Service middle managers are following proper protocol regarding staff performance. • Uses data to assess the effectiveness of the program and makes adjustments as needed. • Oversees the administration of National School Lunch Program. • Ensure safety initiative and agency safety program is adhered. • Hire, trains, supervises, and evaluates staff.

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	4	12	6	4	13	8	8	55	
Attendance below 90 percent	0	0	0	0	0	0	2	7	3	2	11	8	6	39	
One or more suspensions	0	0	0	0	0	0	2	7	1	0	3	3	0	16	
Course failure in ELA or Math	0	0	0	0	0	0	1	7	5	4	11	6	5	39	
Level 1 on statewide assessment	0	0	0	0	0	0	1	7	5	4	11	6	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	2	9	6	3	9	7	4	40

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	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	0	0	1	

FTE units allocated to school (total number of teacher units)

3

Date this data was collected or last updated

Wednesday 8/21/2019

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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide 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	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	
Attendance below 90 percent	0	0	0	0	0	0	9	10	10	18	12	11	6	76
One or more suspensions	0	0	0	0	0	0	3	1	0	3	1	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	6	8	5	0	2	1	0	22
Level 1 on statewide assessment	0	0	0	0	0	0	5	8	9	14	9	7	5	57

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	7	9	7	10	10	6	3	52

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%	59%	56%	0%	58%	53%
ELA Learning Gains	0%	52%	51%	0%	51%	49%
ELA Lowest 25th Percentile	0%	41%	42%	0%	43%	41%
Math Achievement	0%	58%	51%	0%	59%	49%
Math Learning Gains	0%	44%	48%	0%	47%	44%
Math Lowest 25th Percentile	0%	46%	45%	0%	43%	39%
Science Achievement	0%	72%	68%	0%	69%	65%
Social Studies Achievement	0%	76%	73%	0%	71%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	4 (0)	12 (0)	6 (0)	4 (0)	13 (0)	8 (0)	8 (0)	55 (0)
Attendance below 90 percent	2 (0)	7 (0)	3 (0)	2 (0)	11 (0)	8 (0)	6 (0)	39 (0)
One or more suspensions	2 (0)	7 (0)	1 (0)	0 (0)	3 (0)	3 (0)	0 (0)	16 (0)
Course failure in ELA or Math	1 (0)	7 (0)	5 (0)	4 (0)	11 (0)	6 (0)	5 (0)	39 (0)
Level 1 on statewide assessment	1 (0)	7 (0)	5 (0)	4 (0)	11 (0)	6 (0)	5 (0)	39 (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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

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
HSP	15	24		5	29			17			
FRL	11	22		5	26			15			
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	14
OVERALL Federal Index Below 41% All Students	YES

ESSA Federal Index	
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	85
Total Components for the Federal Index	6
Percent Tested	90%
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%	
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	15
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	13
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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.

Math scale score of 303 was the lowest area for performance. Contributing factors were the fact the new girls coming in were behind in coursework due to behavioral issues at their previous school.

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

Math's data component showed the greatest decline from the prior year. This could be in part due to a staffing shortage.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our Math data component had the greatest gap, which was a decrease as to compared to the state average, which maintained the same.

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

The ELA data component showed the most improvement. This could be attributed to the fact that we implemented a new reading program.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

We are in the process of hiring more certified teachers, which will in turn increase student performance on standardized state tests.

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

1. Increasing student success on state tests
2. Certified teachers
3. New working computers in classrooms
4. Improving social-emotional learning by continued work with counselors
5. Continued work in trauma-informed care

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increasing student success
Rationale	Testing scores on FSA ELA and Math will be increased through a variety of different strategies and well as ongoing STAR testing.
State the measurable outcome the school plans to achieve	Girls will be able to increase scores on FSA ELA and Math with no less than an 80% accuracy rate.
Person responsible for monitoring outcome	Kelly Starke (kelly.starke@pacecenter.org)
Evidence-based Strategy	<p>In order to increase our student scores on FSA ELA reading and writing test scores students will read a variety of short stories and answer text dependent questions aligned to state standards with no less than an 80% accuracy. Students will also participate in writing activities that will express their opinions by writing a response to thought based questions pertaining to textual speech and supporting her opinion with evidence from the text with 80% accuracy. Students will compose five paragraphs in which each will include a topic sentence, at least two supporting detail(s) and be written in a logical sequence.</p> <p>In order to raise our Math scores our teachers will focus on the characteristics of algebraic expressions such as variables, constants, numerals, operation signs, and /or grouping symbols, and be able to write real world situational problems as algebraic expressions and solve them using knowledge gained in the classroom at an 80% accuracy rate as measured by the STAR assessment and standard based assessments. We will measure on-going progress by providing quarterly opportunities for our students to participate in practice tests available to them on the FSA test site.</p>
Rationale for Evidence-based Strategy	These strategies have proven effective with students raising their scores individually, therefore we are diligently implementing them in greater details.
Action Step	
Description	<ol style="list-style-type: none"> 1. Girls to read a variety of shorts stories 2. Girls to participate in writing activities 3. Girls to compose paragraphs 4. Girls focus in math will be on the characteristics of algebraic expressions and the ability to write real world situational problems, as well as solving them using knowledge in the classroom. 5. Quarterly STAR testing, as well as practice FSA tests.
Person Responsible	Kelly Starke (kelly.starke@pacecenter.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Our management team is holding weekly meetings; creating new strategies to fulfill the needs of the remaining priorities.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

We believe in developing effective partnerships and long-term relationships by listening to our staff, our girls and their families, and our communities, incorporating each person's input and involving them in our decision-making process.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Peer pressure, family conflict, victimization, abuse - we know that girls face increasingly tough challenges. Individual and group counseling services provide girls with tools to help them respond appropriately and confidently to obstacles in their lives. Ongoing case management services for girls and their families connects them with the local resources and services they need most.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Pace offers social services, academics and a focus on the future. We provide ongoing case management to support girls once they transition from Pace back to their home school, or into higher education or the workforce.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Executive Director, along with the Board of Directors, identifies and allocates available resources into instructional, counseling, and building needs during their monthly meetings. The funds are allocated according to categorical funding provided by the Department of Juvenile Justice, Department of Education, Contributions/In-Kind, Grants, and Special Events.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Pace helps girls prepare for a lifetime of success. Career preparation and exploration, school-to-work readiness skills training, and assistance with finding, applying, and interviewing for jobs, give Pace girls

the edge they need to move forward. Volunteer and service-learning opportunities help girls develop a strong connection with their local community while teaching them the power of serving others.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increasing student success	\$0.00
Total:			\$0.00