

Collier County Public Schools

The Pace Program



2021-22 Ungraded 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: 4/12/2010

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 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: Commendable

School Board Approval

This plan is pending approval by the Collier 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.

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.

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

Pace is a safe and supportive academic and wrap around social services model for girls, ages 11-17, that helps girls overcome challenges and prepare for their future. We focus on social and emotional wellbeing and academic success, to find the great in every girl. In Collier in 2019-2020, 118 girl were served; 66% of those were failing one or more classes prior to attending, 3% had prior juvenile justice involvement, and 34% were suspended or expelled.

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
Kearns, Marianne	Principal	Oversees the operations of Pace Center for Girls, Collier at Immokalee. Takes an active role, with the help of Human Resources, in the recruiting and hiring of certified teachers. Oversees the Program Director, to ensure goals of SIP are being met.
Starke, Kelly	Assistant Principal	Oversees the Academic and Social Services Departments. Takes an active role, with the help of Human Resources, in the recruiting and hiring of certified teachers. Oversees the Academic Manager (currently vacant), to ensure outcomes in Math and ELA are being met for SIP plan.

Ocanas, Floreida Instructional Coach Oversees our Teacher Assistants and Substitute Teachers

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Monday 4/12/2010, Brent Klein

Number of teachers with professional teaching certificates?

2

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

7

Total number of students enrolled at the school.

62

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

4

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	0	8	7	4	6	6	7	38
Attendance below 90 percent	0	0	0	0	0	0	0	6	6	3	5	6	7	33
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	5	3	1	2	1	2	14
Course failure in Math	0	0	0	0	0	0	0	2	1	1	3	1	1	9
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	4	2	3	3	3	5	20
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	4	6	3	4	2	5	24
Number of students with a substantial reading deficiency	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	7	6	3	6	4	6	32

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 8/26/2021

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	0	0	0	0	0	0	0
Attendance below 90 percent	0	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	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	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	0

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

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					59%	56%		62%	56%
ELA Learning Gains					52%	51%		57%	53%
ELA Lowest 25th Percentile					41%	42%		46%	44%
Math Achievement					58%	51%		63%	51%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains					44%	48%		56%	48%
Math Lowest 25th Percentile					46%	45%		50%	45%
Science Achievement					72%	68%		70%	67%
Social Studies Achievement					76%	73%		76%	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%				
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					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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
ELL	10										
HSP	8	28			17			8			
FRL	7	29			16			7			

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

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	10
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	59
Total Components for the Federal Index	6
Percent Tested	85%

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	10
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	10
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	10
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?

There was a 22% increase in FSA Math Scores, for students scoring a level 1 or level 2, which was the area of focus last school year. Funding was provided for a migrant teacher that met with girls twice a month to tutor migrant students in need of extra support academically. During the spring semester of last year, one of our certified teachers offered after school tutoring three days a week. STAR testing and Common Assessments were also used for progress monitoring purposes. As 94% of our girls in the previous fiscal year were Hispanic and 95% had family instability (ie, low socioeconomic status), all efforts were made for all girls.

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

There was a 3% decrease in FSA Reading Scores, for students scoring a level 1 or level 2, in Economically Disadvantaged and Hispanic ESSA subgroups. Funding was provided for a migrant teacher that met with girls twice a month to tutor migrant students in need of extra support academically. During the spring semester of last year, one of our certified teachers offered after school tutoring three days a week.

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?

Based on the data, the greatest need of improvement are in the areas of both Reading and Math, as indicated on FSA scores, as well as STAR and Common Assessments. As 94% of our girls in the previous fiscal year were Hispanic and 95% had family instability (ie, low socioeconomic status), all efforts should be made for all girls.

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

The data suggests that there is a need to focus on Economically Disadvantaged and Hispanic ESSA subgroups in the areas of Reading and Math.

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

Regular discussions on school-wide academic data. Develop supplemental and intensive intervention plans for students who are struggling to meet progress. Data obtained from student diagnostic assessments will be used to evaluate student learning loss, identify students' learning needs and planning for instruction. Academic supports will provide focus and review of essential standards through whole-group and small-group instruction. Tutoring and computer based programs, such as Khan Academy and NoRedInk, will be used to accelerate learning.

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 ensures appropriate training will be obtained for teachers to support classroom management and instructional effectiveness. Understanding Our Girls & Uniformed Behavior Intervention Guide; Trauma Informed Care; Progress Monitoring Plan; Academic Advising; Differentiated Learning and Small Group Instruction trainings are available to our staff.

Pace Collier works with the district on continuing education opportunities. Teachers and academic staff can also access district instructional resources.

Part III: Planning for Improvement

Areas of Focus:

#1. DJJ Components 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.

Based on the needs assessment and data analysis, our students have demonstrated the lowest academic performance on the FSA. 22 students achieved a Level 1 or Level 2 on the Math FSA. We only had 11 girls complete the Algebra I EOC and would like to increase that number as well. As 94% of our girls in the previous fiscal year were Hispanic and 95% had family instability (ie, low socioeconomic status), all Math efforts will be made for all girls.

Measurable Outcome:

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

The below will be completed by the end of the academic year, June 2022.

- i. Reduce the percentage of students who achieved a Level 1 or 2 on the Math FSA Math by 10%
- ii. 20% of students will perform within <1 year of their grade level or higher in the area of Math as assessed by STAR and Common testing.
- iii. Increase the number of completed Algebra I EOCs from 11 to 15.

A variety of formative, summative, and diagnostic assessments will be administered throughout the school year to identify girls who are struggling academically. Diagnostic tools will include the following: Star Math and Common. Procedures will be implemented to incorporate frequent systematic data collection, ongoing

Monitoring:

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

progress monitoring (to assess learning gains), and early intervention. Progress monitoring schedule will be as follows:

- STAR upon entry and every 12 weeks, taken to determine beginning goals and ongoing progress.
- Bi-weekly academic progress monitoring will occur between teacher/advisor and student. Academic goals for math will be adjusted based on student needs and STAR assessment scores every 12 weeks, or as needed.
- Common Assessment – Given at entry and exit as a determinant in monitoring progress.
- FSA and EOCs administered on a testing schedule determined by FDOE.

Person responsible for monitoring outcome:

Kelly Starke (kelly.starke@pacecenter.org)

Evidence-based Strategy:

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

Small group instruction, differentiation of assignments; intensive math intervention, 1:1 supports; positive reinforcement

Rationale for Evidence-based Strategy:

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

Research shows that strategies and interventions implemented with smaller groups and increased frequency are evidenced to demonstrate instructional effectiveness.

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.

Utilize reflection activities and strategies during whole-group direct instruction. Strategies will include:

- a. Providing students with multiple prompts and modeling for self-reflection of the math problem-solving process.

Person Responsible Kelly Starke (kelly.starke@pacecenter.org)

Students will receive repeated opportunities for practice to increase math calculation and fluency.

Person Responsible Kelly Starke (kelly.starke@pacecenter.org)

Provide explicit direct math instruction in various learning modalities:

- a. Providing instruction in multiple strategies (i.e., visual, hands-on, auditory), including small group instruction.
- b. Providing opportunities for students to compare multiple strategies on math calculation and application problems.

Person Responsible Kelly Starke (kelly.starke@pacecenter.org)

Ongoing progress monitoring facilitated at 12-week intervals to assess learning gains and plan for instruction (Star Math).

Person Responsible Kelly Starke (kelly.starke@pacecenter.org)

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.

This area of focus is related to both Hispanic and Economically Disadvantaged ESSA subgroups, as 94% of our girls in the previous fiscal year were Hispanic and 95% had family instability (ie, low socioeconomic status). Common Assessment is conducted at entry and exit. Ongoing progress monitoring is facilitated at 12-week intervals to assess learning gains and plan for instruction (Star Math). Progress Monitoring Plans are reviewed and updated every 12 weeks.

#2. Leadership specifically relating to Teacher Recruitment and Retention

Area of Focus Description and Rationale:

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

To provide rigorous instruction to our students and maintain continuity of care, as well as maintain compliance within our governing bodies, it is important that we implement clear interventions and strategies to retain and recruit highly qualified teachers. Our focus is on achieving and maintaining a full and productive team to best serve our program goals. With this focus, we will be able to be 85% staffed during the 2021-22 school year.

Measurable Outcome:

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

To have the entire academic team fully intact, meeting all compliance guidelines on an ongoing basis. Six of seven teaching positions will be filled during the 2021-22 school year.

Monitoring:

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

This area of focus will be monitored by having monthly 1:1's with instructional staff, by building relationships with higher education programs focusing on teacher recruitment-with the goal of building a pipeline for certified teachers ready to join our Pace team. We also plan to offer hiring bonuses and possible retention incentives.

Person responsible for monitoring outcome:

Kelly Starke (kelly.starke@pacecenter.org)

Evidence-based Strategy:

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

Providing greater support and training systems to new and current teachers. Based on research completed by the EDWEEK research center, a survey of 500 teachers shared that the highest indicator for teacher and student success is related to hiring and leadership practices.

Rationale for Evidence-based Strategy:

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

Research gathered from our 12 Questions survey completed by Pace team members indicated a greater need for teacher support and opportunities for creativity. One of the questions on the survey is - "At work, I have the opportunity to do what I do best everyday." The average score was 3.81 out of 5, demonstrating the need for greater support for teachers in order to improve retention.

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.

Gather feedback during 1:1 sessions with current teachers.

Person Responsible

Kelly Starke (kelly.starke@pacecenter.org)

Provide opportunities for team collaboration and creativity through projects and activities.

Person Responsible

Kelly Starke (kelly.starke@pacecenter.org)

Work with HR to ensure postings of open positions are made on a regular basis

Person Responsible

Kelly Starke (kelly.starke@pacecenter.org)

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

Common Assessment is conducted at entry and exit. Ongoing progress monitoring is facilitated at 12-week intervals to assess learning gains and plan for instruction (Star ELA and Math). Progress Monitoring Plans are reviewed and updated every 12 weeks. Improvements in recruiting and hiring will lead to improved scores in these areas.

subgroups not meeting the 41%
threshold according to the Federal
Index.

#3. DJJ Components 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.

Based on the needs assessment and data analysis, our students have demonstrated the lowest academic performance on the FSA. 36 students achieved a Level 1 or Level 2 on the ELA FSA. No data was available for EOC. As 94% of our girls in the previous fiscal year were Hispanic and 95% had family instability (ie, low socioeconomic status), all efforts for ELA will made for all girls.

Measurable Outcome:

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

By the end of the academic school year, June 2022, the following will be met:

- i. Reduce the percentage of students who achieved a Level 1 or 2 on the ELA FSA by 10%
- ii. 20% of students will perform within <1 year of their grade level or higher in the area of ELA as assessed by STAR and Common testing.

A variety of formative, summative, and diagnostic assessments will be administered throughout the school year to identify girls who are struggling academically. Diagnostic tools will include the following: Star ELA and Common. Procedures will be implemented to incorporate frequent systematic data collection, ongoing

Monitoring:

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

progress monitoring (to assess learning gains), and early intervention. Progress monitoring schedule will be as follows:

- STAR upon entry and every 12 weeks, taken to determine beginning goals and ongoing progress.
- Bi-weekly academic progress monitoring will occur between teacher/advisor and student. Academic goals for ELA will be adjusted based on student needs and STAR assessment scores every 12 weeks, or as needed.
- Common Assessment – Given at entry and exit as a determinant in monitoring progress.
- FSA and EOCs administered on a testing schedule determined by FDOE.

Person responsible for monitoring outcome:

Kelly Starke (kelly.starke@pacecenter.org)

Evidence-based Strategy:

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

Small group instruction, differentiation of assignments; intensive ELA intervention, 1:1 supports; positive reinforcement

Rationale for Evidence-based Strategy:

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

Research shows that strategies and interventions implemented with smaller groups and increased frequency are evidenced to demonstrate instructional effectiveness.

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.

Utilize reflection activities and strategies during whole-group direct instruction. Strategies will include:

- a. Providing students with multiple prompts and modeling for self-reflection of ELA learning.

Person Responsible

Kelly Starke (kelly.starke@pacecenter.org)

Students will receive repeated opportunities for practice to increase ELA fluency.

Person Responsible Kelly Starke (kelly.starke@pacecenter.org)

Provide explicit direct ELA instruction in various learning modalities:

- a. Providing instruction in multiple strategies (i.e., visual, hands-on, auditory), including small group instruction.
- b. Providing opportunities for students to compare multiple strategies in small group learning.

Person Responsible Kelly Starke (kelly.starke@pacecenter.org)

Ongoing progress monitoring facilitated at 12-week intervals to assess learning gains and plan for instruction (Star ELA).

Person Responsible Kelly Starke (kelly.starke@pacecenter.org)

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.

This area of focus is related to both Hispanic and Economically Disadvantaged ESSA subgroups, as 94% of our girls in the previous fiscal year were Hispanic and 95% had family instability (ie, low socioeconomic status). Common Assessment is conducted at entry and exit. Ongoing progress monitoring is facilitated at 12-week intervals to assess learning gains and plan for instruction (Star ELA). Progress Monitoring Plans are reviewed and updated every 12 weeks.

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.

Research by Pace regarding behavior modification resulted with the “Pace’s Growth and Change System”. This system is aligned with Pace’s Values and Guiding Principles, mission, philosophy and our culture of Caring, Results, Purpose and Learning. This takes our program to the next logical level of positive impact for our Girls and supports Pace’s “Successful Girl” framework. Our staff is committed, intentional, consistent and planful. As a girl moves from one stage to the next she will internalize her successes, receive positive recognition, and acquire new positive behaviors to encourage growth and change. Through introspection, self-management and skill building, girls will use the system to benchmark their progress and success. The system is intended to be collaborative, positive, motivating and encouraging as a girl finds her voice, strength and greatness. All girls enrolled in the Pace program will participate in the G&C system. Through a girl’s care team, staff will work together to review her progress as she completes her tasks.

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

Pace provides girls and young women an opportunity for a better future through education, counseling, training and advocacy. Our philosophy is to value 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. Pace Center for Girls' programming goals are focused on providing academic improvement and reducing criminal justice involvement among girls age 11-17 through community-based gender-specific prevention and early intervention services including academics, evidence-based Spirited Girls! (Life Management Curriculum), counseling, case management, and transition planning focusing on career planning and exploration. The academics and social services components of our program work holistically and synergistically to benefit the girls. Pace's program is unique as it integrates academics, social services and life skill management into a methodology that is delivered in a strength-based, trauma informed and gender responsive manner.