Pace Center For Girls

2021-22 Ungraded Schoolwide Improvement Plan

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Pace Center For Girls

728 GEAR LAKE AVE, Orlando, FL 32803

http://www.pacecenter.org/

Demographics

Principal: William Tovine

Start Date for this Principal: 7/27/2021

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)	93%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	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: Acceptable

School Board Approval

This plan is pending approval by the Orange 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.

With the support of families and the community, we create enriching and diverse pathways to lead our students to success

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

Provide the school's vision statement.

To ensure every student has a promising and successful future.
To be the top producer of successful students in the nation, while finding the great in every girl.

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

Pace provides free year-round middle school and high school academics, case management, counseling, and life skills development in a trauma-informed and gender-responsive environment. Pace is one of the only models for girls in the country with a proven evidence base. A research study conducted in 2019 found that Pace nearly doubles the likelihood of girls being on track to graduate from high school as compared to girls with the same risk factors that did not attend Pace.

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
Johnson, Rosene	Executive Director	Manage and oversee programming and fiscal responsibility for the Center in line with Pace National, DJJ and DOE guidelines.
Proctor, Amber	Academic Manager	Oversight and management of daily academic programs and operations for the Pace Orange Center.
Tovine, William		Alternative Education Principal and lead for Orange County Public Schools

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Tuesday 7/27/2021, William Tovine

Number of teachers with professional teaching certificates?
0

Number of teachers with temporary teaching certificates?
2

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.
6

Identify the number of instructional staff who joined the school during the 2021-22 school year.
5

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	4	11	4	10	8	7	44
Attendance below 90 percent	0	0	0	0	0	0	0	3	11	3	9	8	5	39
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	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	2	11	3	9	8	5	38

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	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/24/2021

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	4	8	5	12	10	39
Attendance below 90 percent	0	0	0	0	0	0	0	0	4	7	3	12	9	35
One or more suspensions	0	0	0	0	0	0	0	0	2	1	1	2	0	6
Course failure in ELA	0	0	0	0	0	0	0	0	4	4	2	9	8	27
Course failure in Math	0	0	0	0	0	0	0	0	1	5	2	11	6	25
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	2	1	1	0	3	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	2	2	1	2	7

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	4	7	2	12	8	33

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	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					55%	56%		54%	56%
ELA Learning Gains					53%	51%		51%	53%
ELA Lowest 25th Percentile					40%	42%		40%	44%
Math Achievement					43%	51%		49%	51%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains					49%	48%		44%	48%
Math Lowest 25th Percentile					46%	45%		39%	45%
Science Achievement					70%	68%		66%	67%
Social Studies Achievement					73%	73%		69%	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
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	5
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	10
Total Components for the Federal Index	2
Percent Tested	78%

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	
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	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
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?

Progress monitoring initiatives included:
-Specialized intervention groups with girls with limited performance

-Targeted care management with advocacy groups with counselors, parents and student advisors
-Dedicated ELA groups with the ELA teacher separated by middle and high school focus

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

Most of the assessments showcased either lateral or a decline in student progress. We attribute a great deal of this to the additional virtual learning methods adopted for health and safety reasons due to the pandemic.

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 data components demonstrate the greatest need for improvement include attendance and improving course improvement in ELA and Math. Reviewing the grades, these are also grades with several students with very low attendance. A positive correlation between attendance and the student assessment scores can be deduced.

The contributing factors to this need for improvement include transportation, limited access to district curriculum and resources and limited staffing. Due to the pandemic, we were not assigned an instructional assistant specifically to support our students needing the most intervention. Transportation continues to be a challenge for our students as a primary mode of daily transportation is not provided for the students. Parents are required to transport their students, however during the pandemic limited routes, additional needs for PPE and costs became barriers for our families.

To improve a dedicated instructional assistant is highly encouraged to provide greater support for students in need. Previous data showcased a much higher rate of course promotion in ELA and Math (almost 15% higher) when a dedicated IA was assigned to support. We will need to partner with a transportation service to ensure daily transportation for our students to help minimize barriers.

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

The trends emerging across grade levels include low attendance, course failure in ELA and Math. These trends stand out particularly due to the challenges experienced from all educational institutions due to the pandemic. Other contributing factors include transportation, mental health challenges and lack of parental support.

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

Strategies to accelerate learning include providing our girls opportunities to apply their classroom learning to real life experiences through career and job shadow experiences. We will also enhance our attendance incentives and supports from transportation, home visits and tiered mental health interventions to engage our students in greater attendance and engagement.

Finally, we will work to enhance greater creativity in the classroom by working more closely with our district to ensure that all teachers have access to digital curriculum and resources.

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.

Professional development opportunities will be provided by our mental health team in regard to supports for specific diagnoses, behavior modification interventions and social and emotional strategies in the classrooms.

Opportunities will also include a specific training titled, "Understanding Our Girls" which will help identify targeted approaches to better meet the needs of our unique demographics.

Teachers will also have the opportunities to participate in trainings provided through OCPS in Canvas. These subject specific trainings will help support our teachers improve their curriculum knowledge and delivery.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance	
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 previous year school data, 88% of students demonstrate an attendance below 90 percent. This data is derived from weekly attendance data entered into Pace Impacts, Pace's student data management system. On a monthly basis, specific key performance indicators (KPI's) including attendance rates are calculated by the organization's national Enterprise Information Services team and distributed to organizational management staff. Pace Orange has consistently showcased low attendance values the past two years. Rationale: To improve graduation rates and in order for the students to fully benefit from the comprehensive academic and social services provided within the program, student attendance must improve dramatically. Based on prior year data, it is determined that additional strategies and interventions are needed to increase student attendance on a daily basis.
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 percentage of students at Pace demonstrating attendance below 90% will decrease 10% (from 88% to 78%).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring for this area of focus will include weekly reports from our Pace Impacts system along with correlation from the Skyward attendance system. We will also monitor this area of focus via our daily classroom attendance and highlight intervention for girls tardy or absent their first class periods to ensure greater daily attendance.
Person responsible for monitoring outcome:	Amber Proctor (amber.proctor@pacecenter.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The Trans theoretical Model of Behavior Change describes the change process for each girl in all programs. Research shows that girls go through a series of stages when modifying behavior. Assessing the stage of change for each girl is an essential on-going process, so that programming and interventions can be individualized appropriately according to the stage of change. The stages of change, which can occur in any fluid

order, allow the
girl the ability to develop intrinsic motivation to change her behavior in a
supportive and nurturing environment.

The Trans theoretical Model of Behavior Change describes the change
process for each girl in all programs. Research shows that girls go through a
series of stages when modifying behavior. Assessing the stage of change for
each girl is an essential on-going process, so that programming and
interventions can be individualized appropriately according to the stage of
change. The stages of change, which can occur in any fluid order, allow the

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

girl the ability to develop intrinsic motivation to change her behavior in a
supportive and nurturing environment.
Within the classroom, these strategies will include individualized instruction,
project-based learning opportunities to increase student engagement, and
multi-tiered learning approaches to support sensory learning needs of
students and social emotional regulation. In addition, Pace provides a small
group environment to focus on individual needs more readily and
consistently. This model is the core of Pace
programming based on Prochaska and DiClemente.

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. Define students for intervention- Leadership Team
In working with the academic and social services staff identify students at greatest need for intensive services.

2. Work with social services staff to update student goals and interventions to include increasing attendance
Care plans are developed for students upon admission and throughout the program in connection with bi-weekly counseling sessions. These sessions will serve as an opportunity to incorporate this goal into the work the student is working on with their counselor.

3. Provide teachers additional support with instructional assistants in the classroom.
Instructional assistants help provide a deeper 1:1 student support ratio, which is paramount in the retention and attendance of our girls.

4. Assess individualized interventions and revise where needed

5. Incorporate incentives and rewards into goal plans- Team

Person Responsible   Rosene Johnson (rosene.johnson@pacecenter.org)

1. Understand how social and emotional learning is connected to instructional strategies

2. Adjust and improve the common language to support a culture of social and emotional learning at Pace with adults and girls for greater engagement and attendance

3. Use a process to examine the current program climate and culture

4. Determine relevant strategies, committees and professional developments to strengthen team dynamics and collaboration across the program

5. Implement strategies for social and emotional learning with adults and girls to positively impact program climate and culture

6. Understand the connections between social and emotional learning and instructional strategies

7. Use professional learning that will integrate academics and social and emotional learning

8. Monitor, measure, and modify professional learning opportunities that support data-based instructional decisions that enhance program improvement efforts

Person Responsible   Amber Proctor (amber.proctor@pacecenter.org)

Upon determination of focused concerns and monitoring, PACE will conduct Care Review, parent/ guidance outreach, success plans, team meetings and 1:1 Academic Advising/ Counseling intervention(s) to support and improve student success and attendance.

Person Responsible   Amber Proctor (amber.proctor@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.	The emphasis will continue to remain on attendance. We have created a formal attendance review committee to determine necessary supports needed for students on an individual basis to assist them. Building in additional incentives, but more specifically improving our relationships with our parents will greatly assist us in encouraging student attendance. A deeper dive into our therapeutic program will assist in gauging our girls' anxiety and mental health needs that need additional nurturing to aide them in being more successful in school. Some barriers are beyond our reach, transportation, employment, however a more concerted effort with our community partners can assist us in developing programming to support our girls with their basic needs.

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.

In order to establish a positive school culture and climate, all schools engage in ongoing, professional learning on leveraging social and emotional learning as well as leadership for student success.
• Increasing parental awareness of school events/initiatives through various media, for example, notices
sent home with students, telephone contact, email, and notices mailed
• Creating a more flexible meeting schedule for parent conferences in order to work around parent work
schedules and other conflicts
• Increasing teacher communication with parents regarding behavior, academic strengths, and areas for improvement.
As part of the Pace program, we provide monthly parent contact meetings with the girl's counselor where we discuss the growth and progress of the girl in accordance to her goal plan. These meeting are required for parents each month. We have also planned to incorporate quarterly parent/teacher meetings. We have also incorporated parent townhall meetings that are virtual and flexible for parents to attend on a monthly basis. These meetings serve as a way to keep parents informed of changes occurring as a result of COVID-19 policies and practices.

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

The stakeholders in promoting a positive culture and environment include our teachers and counseling team by providing direct services to the girls and their parents.

Our administration staff has a distinct role in maintaining processes and ensuring adequate communication with our girls and parents.

Our girls have a huge role in promoting a positive culture through adopting our behavior modification programs, and supporting their fellow students in participating in our strengths-based culture.