Pace

2021-22 Ungraded Schoolwide Improvement Plan

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Pace

1010 SE 4TH AVE, Gainesville, FL 32601

http://www.pacecenter.org/alachua

Demographics

Principal: Natalya Bannister   Start Date for this Principal: 10/6/2014

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)	Black/African American 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 Alachua 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 Center for Girls, Inc. 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. 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.

Most girls enrolled in the Day Program at Pace Center for Girls Alachua are from zip codes designated as low income/high crime. The girls possess multiple risk factors and ACE's (Adverse Childhood Experiences) associated with delinquency including academic failure, chronic truancy or dropping out of school altogether, runaway behavior, aggressive or antisocial behavior, substance abuse, family instability, and conflict,

Pace uses a collaborative approach to support girls as they overcome their past traumas and challenges. Our goal is to help girls strengthen their protective factors. We use strength-based, gender responsive, and trauma-informed healing practices to treat the "whole" girl, utilizing the framework of the developmental life domains of an adolescent girl ((emotional, sexual, intellectual, physical, relational, and spiritual).

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
Bannister, Natalya	Principal	• Responsible for the leadership, direction and long-term viability of a gender-responsive prevention and intervention program that serves at-risk girls. • In partnership with the Board of Directors, leads the strategic planning process, formulates the agency's vision and strategic direction, initiates growth and management strategies, and approves all major financial management and donor acquisition initiatives • Provides leadership to staff and oversees gender-responsive program design and delivery based on current research • Ensures the effective collection and analysis of data to drive decisionmaking
Ponder, April	Assistant Principal	• Oversees the academic component of Pace Alachua, from intake and the creation of Progress Monitoring Plans for each girl, to managing our graduation cohorts. • As a licensed school psychologist, is responsible for administering all standardized tests to our girls and serves as the liaison between Pace, SBAC and DJJ, monitoring our compliance as it relates to their contracts (including Title 1). • Oversees the curriculum and the professional development, credentialing and instructional development of our teachers. Implements our behavioral intervention and positive incentive program and provides support to students and parents. • Supports our interns and volunteers, ensuring that each girl at Pace has all of the academic support she needs to succeed. • Responsible for tracking the progress of each girl and keeping records (including credits and transcripts) to comply with audits. • Develops and manages our school schedule and additional programming beyond academics. • Works with students with individual learning needs and educational disabilities via Exceptional Student Education (ESE) and Individualized Education Plans (IEP's
Noworski, Michael	Attendance/ Social Work	Assesses the psycho-social needs of girls and educates staff regarding appropriate services and possible referrals. · Ensures case management services are provided; provides training to ensure support services and required documentation is maintained by supervised staff in ETO and other appropriate places as necessary. · Facilitates new employee orientation training. · Participates in parent conferences as needed. · Facilitates care review meetings. · Ensures all disclosures of abuse and neglect are reported timely and accurately. · Follows the guidelines from Central Communications Center (CCC) and determines when to report incidents.

Name	Position Title	Job Duties and Responsibilities
		· Follows through and Implements strategies decided upon in management meetings. · Ensures social services activities are communicated to ensure staff engagement. · Ensures social services staff communicates with families of students and appropriate professionals about progress of students,
Bone, Jessica	Transition Specialist	Assesses student transition needs and educates staff regarding appropriate services. · Provides counseling, clinical consultation, crisis intervention, or therapy to girls and families. · Facilitates new employee orientation training. · Ensures that all disclosure of abuse and neglect are reported accurately. · Communicates and updates daily activities. · Oversees the training and supervision of interns and volunteers in the transition services department and ensures their performance meets the needs of the girls served. · Provides supervisory guidance to staff through coaching and role modeling. · Monitors the outside service providers. · Recommends for hire, trains, supervise and evaluate transition services staff. Directs and supervises transitional services for PACE.
Dagher, Baria	Teacher, K-12	Keeps up to date regarding curriculum content. · Understands how to plan for effective classroom instruction by utilizing higher level thinking/reasoning skills, central concepts, tools of inquiry, and structure of the discipline and developmental tasks. · Creates learning experiences which foster meaningful learning experiences for girls. · Creates lesson plans that effectively utilize all materials and resources available to achieve the objectives of the curriculum and adheres to Sunshine State Standards and district pupil progression. · Plans assessment and monitors progress of student learning effectively. · Monitors girls' understanding of the curriculum

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Monday 10/6/2014, Natalya Bannister

Number of teachers with professional teaching certificates?

6

Number of teachers with temporary teaching certificates?

Total number of teacher positions allocated to the school.

6

Total number of students enrolled at the school.

55

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

0

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

0

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	2	6	11	1	6	5	6	37
Attendance below 90 percent	0	0	0	0	0	0	1	5	8	1	6	5	6	32
One or more suspensions	0	0	0	0	0	0	1	1	5	0	1	0	0	8
Course failure in ELA	0	0	0	0	0	0	1	1	5	0	1	1	0	9
Course failure in Math	0	0	0	0	0	0	1	0	1	0	3	1	0	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	2	3	5	1	3	2	4	20
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	2	3	8	1	4	3	2	23
Number of students with a substantial reading deficiency	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	2	5	7	1	6	4	4	29

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	2	4	3	1	4	2	1	17

Date this data was collected or last updated

Friday 8/20/2021

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	5	7	14	11	9	7	6	59
Attendance below 90 percent	0	0	0	0	0	0	5	6	12	9	8	7	4	51
One or more suspensions	0	0	0	0	0	0	2	2	2	0	0	0	0	6
Course failure in ELA	0	0	0	0	0	0	0	2	0	2	0	11	0	15
Course failure in Math	0	0	0	0	0	0	1	1	1	0	0	11	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	3	3	11	7	7	4	5	40
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	4	0	11	9	7	3	6	40

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	4	6	9	2	5	3	30

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	1	2	4	2	1	0	0	10

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%		57%	56%
ELA Learning Gains					52%	51%		55%	53%
ELA Lowest 25th Percentile					39%	42%		41%	44%
Math Achievement					54%	51%		48%	51%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains					54%	48%		43%	48%
Math Lowest 25th Percentile					48%	45%		37%	45%
Science Achievement					68%	68%		67%	67%
Social Studies Achievement					75%	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%				
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
BLK	17	24									
FRL	21	24			30						

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
BLK	6	15			21						
FRL	8	20									
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

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	19
OVERALL Federal Index Below 41% All Students	YES
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	75
Total Components for the Federal Index	4
Percent Tested	47%
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	14
Black/African American Students Subgroup Below 41% in the Current Year?	YES
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	19
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?

The data component that indicated the lowest performance was obtained achievement scores on the standardized FSA grade level Mathematics End-of Course assessments, Star Math, and Common Math. Based on available data for our currently enrolled students, most of our girls are between 2-3 grade levels behind in Math. 23/37 (62%) achieved a Level 1 on the grade level FSA Math assessment which was administered in Spring 2021. There are several factors that contributed to low academic performance. Due to traumatic backgrounds, students have significant deficits as it relates to reading and writing skills. Additional factors include low intrinsic academic motivation; difficulty making connections; and mental health challenges.

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

Overall, 73% and 71% of girls increased their scores in Reading and Math, respectively as evidenced by Star assessments. Even with this progress, most girls are still presenting with significant skill deficits. In Reading, our girls are averaging 2-grade levels behind. Girls are currently performing 3-grade levels behind in Math. In addition, there has been a decrease in the number of academic credits that were obtained last fiscal year (30% decrease). This was a result of a combination of low attendance, ILE, student academic accountability, and academic skill deficits.

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?

As evidenced by the needs assessment, the biggest areas of need are: Math learning gains, Attendance, and Academic Accountability (grade promotion).

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

Overall, data suggests the lowest academic performance in the area of Math.

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

Teachers will meet on a quarterly basis to discuss school-wide academic data and 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 (Tier 1) and individual student intervention (Tiers 2 and 3).

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. Pace Alachua works with a SBAC district instructional coach for continuing education, team professional development, and 1:1 instructional support monthly. Teachers and academic staff can access district instructional coach for support and resources at any time. Moreover, academic staff will be afforded the opportunity to participate in trainings offered by the School Board of Alachua County (SBAC).

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.	Standardized Math Scores. Based on the need assessment and data analysis, our students have demonstrated the lowest academic performance on standardized Math assessments. The majority of enrolled students are performing significantly below expectations in the area of mathematics. 23/37 (62%) of enrolled students, achieved a Level 1 on the FSA Math EOC.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	i. -We will reduce the percentage of students who achieved a Level 1 on the FSA Math test 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.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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, IXL, Common, and Edgenuity. Procedures will be implemented to incorporate frequent systematic data collection, ongoing 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 sooner if warranted. • Common Assessment – Given at entry and exit as a determinant in monitoring progress. • FSA and EOC's administered on a schedule determined by FL DOE
Person responsible for monitoring outcome:	April Ponder (april.ponder@pacecenter.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Small group differentiation; intensive math intervention groups; IXL; 1:1 tutoring; positive reinforcement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	All strategies and interventions are evidence-based and have research to demonstrate 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.	

1. Math teacher will 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.

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

a. Practice will be implemented 30mins/week via IXL

3. Math teacher will provide explicit direct math instruction in various learning modalities:

a. Providing instruction in multiple strategies (i.e., visual, hands-on, auditory)

b. Providing opportunities for students to compare multiple strategies on math calculation and application problems.

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

Person Responsible   April Ponder (april.ponder@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.	Decisions to continue, intensify, and modify our school's action steps in regards to ESSA subgroups will be based on diagnostic and progress monitoring data. This will be facilitated quarterly (every 12 weeks).

#2. DJJ Components specifically relating to Increased Attendance

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	During the 20-21 fiscal year, Pace Alachua had an overall average attendance rate of 60% (13% decrease as compared to the previous year). 70% (68/97) of students were below the 80% attendance rate threshold. There were several factors that contributed to the girl's overall school attendance. Personal concerns within a girl's home, issues with peers at school, mental and physical illness, and school and environmental safety contribute to chronic truancy and the negative impact truancy has on learning, achievement, and access to post-secondary education and training. Regular school attendance is a key performance indicator identified by Pace Center for Girls.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By 6/30/22, students at Pace Alachua will increase the center-wide attendance rate from 60% (FY 21) to 70% or higher (a 10% increase) as evidenced by the average percentage of enrolled students during fiscal year 21-22. An additional measurable outcome is to increase the number of girls who have an attendance rate of 80% or higher. By 6/30/22 students at Pace Alachua will increase the overall number of students who have an attendance rate of 80% or higher from 30% to 40% (10% increase).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Individualized case management which includes daily attendance tracking, frequent contact with caregivers, tangible incentives for improving and maintaining on-site attendance, solution-focused counseling to address factors contributing to chronic truancy, and measures to increase physical and emotional safety during the school day will be facilitated in Fall 2021. Parent meetings will be scheduled monthly to review girls' on-site attendance and develop a targeted intervention plan based on girls' individual needs.
Person responsible for monitoring outcome:	Michael Noworski (michael.noworski@pacecenter.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Targeted case management which includes daily attendance tracking, frequent contact with caregivers, tangible incentives for improving and maintaining on-site attendance, solution-focused counseling to address factors contributing to chronic truancy, and measures to increase physical and emotional safety during the school day.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Pace operates within a gender-responsive, strength-based, and trauma-informed framework that focuses on developing meaningful and trusting relationships with program personnel, turning around negative attitudes about school by focusing on the girls' positive attributes, and empowering girls with positive coping skills by acknowledging the trauma that drives their behavior. This framework is the foundation of the Pace program model.

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. Pace will maintain daily attendance records and contact will be made with the student's parent or legal guardian to determine the cause for absences. 2. Collaborate with district on monthly ACPS attendance reports identifying students with excessive absences (5 consecutive absences or more). a. Excessive absences will lead to a signed attendance agreement between Pace, girl, and parent. b. Absences falling into the Alachua County Public School (ACPS) district truancy guidelines will be reported to the district liaison for follow up. 3. Pace staff will conduct home visit after 3 consecutive absences with no contact

from girl/guardian
4. Implementation of center-wide Attendance Taskforce

Person Responsible	Michael Noworski (michael.noworski@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.	Decisions to continue, intensify, and modify our school's action steps for Attendance will be used to identify students in ESSA subgroups who are failing to meet the 80% attendance benchmark.

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.

Pace Alachua is dedicated to serving at-risk girls by helping them find their voice and providing tools to help them reach their full potential. Our trauma-informed, strength-based and gender-responsive programmatic model
provides our girls with the support and resources they need to position them for academic achievement and success.

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

All stakeholders at Pace Center for Girls, Inc work to build and maintain a culture of caring, learning, purpose, and results. Staff and students intentionally work to embody Pace's cultural behaviors within the classroom, center, and community. Caring behaviors include being cooperative; dealing with others in a pleasant, friendly way; thinking about group satisfaction; showing concern for others; sharing feelings and thoughts; motivating others with friendliness; and being open, warm, and tactful. Learning behaviors include wanting to get better; being one's own person; doing even simple tasks well; communicating one's thoughts and ideas; being self-aware; enjoying what one is doing; thinking differently, and acting with integrity. Purposeful behaviors include considering others' needs above one's own; involving others in decisions that affect them; resolving conflicts constructively; being supportive of others; helping others grow and develop;

being a good listener; giving positive recognition to others; and encouraging others to think for themselves. Results-oriented behaviors include setting goals and work to achieve them; thinking about options before acting; taking on challenging tasks; striving for excellence; thinking ahead; planning; being comfortable taking small risks; and openly showing enthusiasm. Additional initiatives will include: community activities, morning/evening activities, weekly student folders w/ teacher notes/communication folders/ newsletters, monthly school newsletters, social media, inviting community members to school activities, and attending community events/art presentations.