

Marion County Public Schools

Pace Center For Girls, Inc.



2021-22 Ungraded Schoolwide Improvement Plan

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Pace Center For Girls, Inc.

328 NE 1ST AVE STE 500, Ocala, FL 34470

[no web address on file]

Demographics

Principal: Carole Savage

Start Date for this Principal: 10/1/2011

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
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)	
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

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

DJJ Unsatisfactory Ratings are based on percentages by program type:

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

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

Purpose and Outline of the SIP

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

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

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

Founded in 1985, Pace is one of the only multi-state gender-responsive, trauma-informed, and strength-based models for girls in the country, with a proven evidence base. Dedicated to changing the lives of girls through the development of critical life, health and mental health, and academic skills, Pace has a successful and proven program model that has changed the life trajectory of more than 40,000 girls and is recognized as one of the nation's leading advocates for girls.

Our foundation is a gender-responsive culture, that provides a safe environment that celebrates girls. We understand how girls learn and develop, and our supportive team members respond to each girls' strengths and challenges. The holistic, strength-based, and asset-building Pace program addresses the needs of girls and helps them find their greatness.

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
		Oversees and ensures the administration of pre, yearly, post and standardized tests, and the scoring of tests as well as ESE compliance.
		Reviews and places each girl into the Pace program based on: transcript review, pre-testing and development of individual schedules.
		Participates in the intake interview to assess the needs of each girl and family, collaborates with in-take team.
		Monitors and develops new educational services.
		Trains all academic staff including substitute teachers in accordance with guidelines set by the State of Florida; provides training to staff regarding all academic needs; teaches class as required.
Pearlstein, Douglas	Academic Manager	Prepares for and participates in care review meetings and facilitates on an as-needed basis.
		Prepares for and participates in monthly parent/guardian meetings on an as needed basis.
		Follows the guidelines from Central Communication Center (CCC) and determines when to report incidents.
		Ensures the intergration of Gender Responsive Programming and Pace Values and Guiding Principles.
		Conducts regular assemblies with the students to announce awards, educational information, upcoming events, etc.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

PACE Center for Girls, Marion

Demographic Information**Principal start date**

Saturday 10/1/2011, Carole Savage

Number of teachers with professional teaching certificates?

3

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

5

Total number of students enrolled at the school.

52

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

2

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	4	6	15	12	4	7	2	50	
Attendance below 90 percent	0	0	0	0	0	0	6	8	18	12	7	8	11	70	
One or more suspensions	0	0	0	0	0	0	0	3	1	5	1	2	0	12	
Course failure in ELA	0	0	0	0	0	0	1	3	4	5	2	2	0	17	
Course failure in Math	0	0	0	0	0	0	1	3	5	7	1	4	0	21	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	3	11	6	3	0	2	25	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	3	3	9	5	4	0	2	26	
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	3	6	12	11	8	4	2	46

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	11	0	0	0	0	11	
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

Wednesday 6/30/2021

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		
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					46%	56%		44%	56%
ELA Learning Gains					48%	51%		48%	53%
ELA Lowest 25th Percentile					39%	42%		37%	44%
Math Achievement					40%	51%		44%	51%
Math Learning Gains					43%	48%		42%	48%
Math Lowest 25th Percentile					37%	45%		31%	45%
Science Achievement					61%	68%		60%	67%
Social Studies Achievement					71%	73%		67%	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					
	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	9
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	18
Total Components for the Federal Index	2
Percent Tested	64%
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?

The Area of Focus last school year was: Other specifically relating to Develop and enhance quality assessment plans to effectively evaluate teaching strategies. Teachers routinely analyzed the STAR tests (given at a minimum every 12 weeks) and Common Assessment for academic growth in ELA and Math. Teachers met daily with individual students to discuss their academic progress. Students' families received monthly contact with the school to discuss their student's academic growth and challenges, and families were involved in creating a holistic plan to assist their child.

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

The ESSA subgroup: Economically Disadvantaged, showed the greatest improvements through Math gains on their assessments. Our school offered free tutoring at least one day per week, after school, for students who requested additional assistance. Students who are economically disadvantaged demonstrated an average increase of 35 points on their STAR Math assessment.

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 greatest need for improvement is increasing the ELA and Math skills for students with documented disabilities. Currently, 35% of the population includes these individuals, and they currently perform approximately 3 grades levels below in ELA and approximately half of these students fall at or below the 10th percentile in Math. These scores were all obtained from their STAR testing.

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

Students identified with disabilities are underperforming in ELA and Math. This underperformance extends across grade levels.

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

Small group instruction is at the core of each of the unique strategies to be implemented to accelerate learning in both ELA and Math. For ELA, teachers will use Self-Regulated Strategy Development, (SRSD), as an intervention designed to improve students' academic skills through a six-step process that teaches students specific academic strategies and self-regulation skills. The practice is especially appropriate for students with identified learning disabilities. The intervention begins with teacher direction and ends with students independently applying the strategy, such as planning and organizing ideas before writing an essay. More specifically, the six steps involve the teacher providing background knowledge, discussing the strategy with the student, modeling the strategy, helping the student memorize the strategy, supporting the strategy, and then watching as the student independently performs the strategy. During the instructional process, the teacher gradually transfers responsibility for implementing the strategy to students, until the students can adequately perform the tasks without support.

For Math, teachers will use monitoring and reflecting during problem solving. These are processes that help students think about what they are doing, evaluate the steps they are taking to solve the problem, and connect new concepts to what they already know. Monitoring and reflection on the problem-solving process improve mathematical reasoning and students' ability to apply this reasoning to new situations.

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.

Teachers will receive weekly instruction in both strategies from the Academic Manager until strategies are mastered by teachers. Teachers will have the opportunity to seek pedagogical support two days per week with At Promise School Solutions for guidance as needed. These sessions will be conducted remotely. In addition, this provider will be in the school, every other Thursday, to support the teachers through observations, workshops, collaborations, and team-teaching.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus****Description and Rationale:**

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

Our area of focus is to raise the ELA / Reading level of students identified with disabilities on the STAR assessment by 1 grade level. 35% of students currently enrolled with PACE are students with documented identified learning disabilities, and their Lexile scores indicate they are reading an average of 3 grade levels below their current grade. This data is obtained from their STAR assessment; STAR assessments are conducted at a minimum every 12 weeks.

Measurable**Outcome:**

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

If teachers implement the Self-Regulated Strategy Development (SRSD) study skills in reading fluency, then by the end of AY 2022, the STAR assessments for 75% of the students with disabilities will denote an increase by at least one grade level.

Monitoring:

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

Teachers will monitor the daily and weekly performance of students. Teachers will assess areas of academic strength and challenge during and after teaching. Teachers will monitor students' STAR test scores, (which are delivered every 12 weeks), for areas of growth and area of challenge. Teachers will inform students of their academic growth, indicated on their STAR test, during their daily meetings. Teachers will reteach areas of challenge as needed.

Person responsible for monitoring outcome:

Douglas Pearlstein (douglas.pearlstein@pacecenter.org)

Evidence-based Strategy:

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

Self-Regulated Strategy Development (SRSD) is an intervention designed to improve students' academic skills through a six-step process that teaches students specific academic strategies and self-regulation skills. The practice is especially appropriate for students with identified learning disabilities. The intervention begins with teacher direction and ends with students independently applying the strategy, such as planning and organizing ideas before writing an essay. More specifically, the six steps involve the teacher providing background knowledge, discussing the strategy with the student, modeling the strategy, helping the student memorize the strategy, supporting the strategy, and then watching as the student independently performs the strategy. All teachers will provide lessons in the following areas: self-regulation skills, goal-setting and self-monitoring of fluency during reading, which aim to help students apply the strategy without guidance.

Rationale for Evidence-based Strategy:

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

During the instructional process, the teacher gradually transfers responsibility for implementing the strategy to students, until the students can adequately perform the tasks without support. After the SRSD training period has ended, students demonstrate how to use the skills they learned on their own. Teachers can measure the impact of the SRSD intervention by analyzing the students' STAR Lexile scores. The SRSD has a rating of the effectiveness of potentially positive effects for ELA and writing achievement. The percentage of single-case design (SCD) experiments demonstrating a positive effect is 88%.

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. Develop background knowledge. The teacher identifies reading and writing skill deficits and helps students develop the prerequisite skills needed to understand, learn, and apply the strategy.

**Person
Responsible**

Douglas Pearlstein (douglas.pearlstein@pacecenter.org)

2. Discuss the strategy. The teacher and students discuss the students' performance to identify areas for improvement and help motivate the students to use the strategy. The teacher introduces the strategies and the rationale for each step, often using a mnemonic device to help students remember each component.

**Person
Responsible**

Douglas Pearlstein (douglas.pearlstein@pacecenter.org)

3. Model the strategy. The teacher models the strategy as many times as necessary, using a think-aloud process and voicing positive self-statements. The teacher and students discuss the advantages and challenges of the strategy related to reading and writing and think about possible ways to improve the strategy. Teachers often introduce goal-setting concepts, and students can set individual targets to improve on baseline performance. Teachers will make students aware of their baseline and work together to set a reasonable goal for the next STAR testing.

**Person
Responsible**

Douglas Pearlstein (douglas.pearlstein@pacecenter.org)

4. Memorize the strategy. Students use mnemonic devices to memorize the steps required to apply the strategy. Students can paraphrase steps, and the teacher can use prompts for students who struggle.

**Person
Responsible**

Douglas Pearlstein (douglas.pearlstein@pacecenter.org)

5. Support the strategy. Students gradually take responsibility for applying the strategy. The teacher provides support that is tailored to the needs of the student, provides frequent constructive feedback, and offers positive reinforcement. Teachers can also engage other classmates by organizing peer groups to help promote strategy use outside of SRSD instruction. For example, classmates within a peer group can share how they make decisions while writing.

**Person
Responsible**

Douglas Pearlstein (douglas.pearlstein@pacecenter.org)

6. Independent performance. Students consistently and effectively use a strategy, often in multiple settings and with different tasks. Students learn how using the strategy improves their performance and how to modify the strategy as appropriate.

**Person
Responsible**

Douglas Pearlstein (douglas.pearlstein@pacecenter.org)

7. Lessons will occur at least three times a week, for at least 20 minutes, in the English and Spirited Students! classrooms, and can be reordered, combined, changed, and repeated, depending on students' STAR Lexile scores and input from the students.

**Person
Responsible**

Douglas Pearlstein (douglas.pearlstein@pacecenter.org)

**Monitoring ESSA
Impact:**

If this Area of Focus is not related to one or more ESSA The area of Focus is related to the ESSA subgroup: students with disabilities.

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.

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

Our area of focus is to raise the math skills of students identified with documented disabilities on the Math FSA assessment. 35% of students currently enrolled with PACE are documented students identified with disabilities, and their STAR assessment math scores indicate approximately 50% of those students fall at or below the 10th percentile. This indicates these students need urgent intervention. STAR assessments are conducted at a minimum of every 12 weeks.

Measurable Outcome:

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

If teachers implement small group instruction focused on monitoring and reflection during problem solving in math, then by the end of the AY 2022, 75% of students identified with disabilities will increase their STAR math assessment score by 3 percentile points every 12 weeks and increase their scores to a Level 2 on the Math FSA.

Monitoring:

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

Teachers will monitor the daily and weekly performance of students. Teachers will assess areas of academic strength and challenge during and after teaching. Teachers will monitor students' STAR test scores, (which are delivered every 12 weeks), for areas of growth and area of challenge. Teachers will inform students of their academic growth, indicated on their STAR test, during their daily meetings. Teachers will reteach areas of challenge as needed.

Person responsible for monitoring outcome:

Douglas Pearlstein (douglas.pearlstein@pacecenter.org)

Evidence-based Strategy:

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

Monitoring and reflecting during problem solving in math are processes that help students think about what they are doing, evaluate the steps they are taking to solve the problem, and connect new concepts to what they already know.

Rationale for Evidence-based Strategy:

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

Monitoring and reflection on the problem-solving process improves mathematical reasoning and students' ability to apply this reasoning to new situations. The evidence that supports this strategy falls in the category of STRONG.

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. Teacher will provide a task list that helps students complete steps in the problem-solving process.

Person Responsible

Douglas Pearlstein (douglas.pearlstein@pacecenter.org)

2. Teacher will provide questions that students should ask themselves and answer as they solve problems.

Person Responsible

Douglas Pearlstein (douglas.pearlstein@pacecenter.org)

3. Teacher will select a reasonable number of prompts (tasks or questions) rather than an exhaustive list, as too many prompts may slow down the problem-solving process.

Person Responsible

Douglas Pearlstein (douglas.pearlstein@pacecenter.org)

4. Teacher will list the prompts on the board or on index cards and include them on worksheets so students can easily access them.

Person Responsible

Douglas Pearlstein (douglas.pearlstein@pacecenter.org)

5. Teacher will reflect upon the success of the prompts to help students evaluate their work at each stage of the problem-solving process and prioritize the use of those prompts.

Person Responsible Douglas Pearlstein (douglas.pearlstein@pacecenter.org)

6. Teacher will encourage students to explain and justify their response to each prompt either orally or in writing.

Person Responsible Douglas Pearlstein (douglas.pearlstein@pacecenter.org)

7. Teacher will use this method daily and as needed.

Person Responsible Douglas Pearlstein (douglas.pearlstein@pacecenter.org)

8. Teacher will review STAR math test scores every 12 weeks and reteach areas as needed.

Person Responsible Douglas Pearlstein (douglas.pearlstein@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 Area of Focus is related to the ESSA subgroup: students with disabilities.

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 is committed to finding the great in every girl. Each Pace community and every Pace team member is part of a collective culture focused on girls and their needs. The Pace culture plays a significant role in the impact on our girls, shaping their future. Their voice and perspective are always at the forefront.

Pace values the uniqueness of every individual and believes that diversity enriches our world. We welcome and encourage our differences to be expressed as an opportunity for us all to learn and grow.

Pace's commitment to diversity, equity, and inclusion empowers every girl to find and use their voice to create a positive impact in their community and the world. Lifting a generation of voices for change. Change that will create a world where all girls and young women have Power, in a Just and Equitable society.

The culture at Pace is one of Caring, Purpose, Learning and Results:

Caring - Focus on relationships and mutual trust. Environments are warm, collaborative, and welcoming places where people help and support one another.

Purpose - Exemplified by idealism and altruism. Environments are tolerant, compassionate places where people try to do good for the long-term future of the world.

Learning - Characterized by exploration, expansiveness, and creativity. Environments are inventive and open-minded places where people spark new ideas and explore alternatives.

Results - Characterized by achievement and winning. Environments are outcome-oriented and merit-based places where people aspire to achieve top performance.

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

Pace Center for Girls, Marion, is supported internally and through a multi-state network of individuals striving to create a positive and nurturing academic and social environment for girls.

Our teachers provide individualized lessons and a supportive and caring academic environment for girls to take cognitive chances and grow academically. Teachers provide girls a competency-based learning environment so each girl can achieve.

Our counselors provide girls with a variety of social services, both individual and group, to explore and learn about their purpose in life, both in the moment and moving forward.

Our Academic Manager, Social Services Manager, and Business Manager support the teachers and counselors by providing leadership and guidance. They also develop new academic programs, social programs, and career-exploring opportunities.

Our Executive Director and Principal provide support and oversight to the managers and all the staff and girls so the environments uphold the Pace standards and are outcome-oriented.