

Polk County Public Schools

Pace Center For Girls



2021-22 Ungraded Schoolwide Improvement Plan

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Pace Center For Girls

213 TYLER AVE, Lakeland, FL 33801

[no web address on file]

Demographics

Principal: Ricky Wiggs

Start Date for this Principal: 12/16/2016

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)	100%
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: Commendable

School Board Approval

This plan is pending approval by the Polk 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.

Pace is a strength-based, gender responsive and trauma informed program for girls grades 6-12 who have a minimum of three major risk factors and, as a result, have experienced a great deal of trauma. These girls are often struggling academically as a result of their life experiences.

Supports:

- Bi-weekly counseling or as needed
- Social services care plan
- Progress monitoring plan
- Academic advisor
- Small classroom sizes
- Spirited Girls classes
- Vocational instruction
- Community involvement
- Transition services

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
Hill, Margaret	Program Director	Oversees academic, social services and reach programs.
Carpenter, Kathy	Academic Manager	Oversees the academic program to include teachers and classrooms, academic advising, progress monitoring, schedules, pupil progression, testing and all other academic needs.
Katzman, Ellen	Executive Director	Oversees the program, board and development.
Brown, Michelle	Social Services Manager	Oversees the social services program which encompasses counseling, volunteerism, transition services, intake and other needs as they arise.
Solano, Deborah	Reach Manager	Oversees the Reach program. We currently have 4 schools onboard.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.**Demographic Information****Principal start date**

Friday 12/16/2016, Ricky Wiggs

Number of teachers with professional teaching certificates?

2

Number of teachers with temporary teaching certificates?

3

Total number of teacher positions allocated to the school.

5

Total number of students enrolled at the school.

60

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

3

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

4

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	11	8	12	16	9	1	59	
Attendance below 90 percent	0	0	0	0	0	0	2	9	6	9	11	6	1	44	
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	2	4	4	9	3	2	24	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	3	5	4	7	1	2	22	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	0	1	0	1	0	3	
	0	0	0	0	0	0	0	0	0	0	0	0	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	
Students with two or more indicators	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	2	0	2	
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 7/13/2021

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	1	9	12	9	15	9	4	59		
Attendance below 90 percent	0	0	0	0	0	0	1	6	6	9	11	8	2	43		
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	1	2	1	2	2	2	1	11		
Course failure in Math	0	0	0	0	0	0	0	3	0	1	2	2	1	9		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	2	4	4	9	3	2	24		
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	3	5	4	7	1	2	22		

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	11	8	12	16	9	1	59

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	1	2	0	4
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					47%	56%		46%	56%
ELA Learning Gains					46%	51%		47%	53%
ELA Lowest 25th Percentile					37%	42%		39%	44%
Math Achievement					43%	51%		44%	51%
Math Learning Gains					45%	48%		42%	48%
Math Lowest 25th Percentile					44%	45%		38%	45%
Science Achievement					58%	68%		65%	67%
Social Studies Achievement					61%	73%		63%	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%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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
FRL	15	9									
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
WHT	18	50			20						
FRL	15	47			36						
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	11
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	53
Total Components for the Federal Index	5
Percent Tested	70%

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	8
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?

Both the STAR assessment and the Common Assessment.

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

Math Common Assessment gains went from 49% to 65%.
Increased software available for girls.

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?

Although we did increase our attendance rate to 79%, despite COVID, we feel it would benefit the girls to determine ways to continue increasing this rate.

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

Girls tend to struggle with math and reading. Confidence is often lacking and the importance of these knowledge areas needs to continue to be reinforced.

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

An increase in software that girls can utilize
Professional development for teachers on small group instruction
Small group instruction
Incentives
Increase in attendance

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.

Small group instruction will be an area that the Academic Manager will focus on during the next academic year. Teachers will have access to training through Pace and through the Polk County School Board. These trainings will relate to not only small group instruction but also other areas that will strengthen teacher skills.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction**Area of Focus Description and Rationale:**

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

Many of our teachers do not have a vast amount of experience in the classroom. That, compounded with the fact that teachers teach multiple classes during one class period, complicates effective teaching strategies. To increase teacher effectiveness, opportunities will be provided to further develop teacher knowledge and strategies in this environment.

Measurable Outcome:

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

Small group instruction professional development will be provided once a quarter throughout the school year. STAR test scores will increase by 25 points in Math and Reading for 70% of our girls by June 30, 2022.

Monitoring:

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

Monitoring will be done through analysis of test scores, progress monitoring and teacher evaluations. Records will be maintained on personal development opportunities.

Person responsible for monitoring outcome:

Kathy Carpenter (kathy.carpenter@pacecenter.org)

Evidence-based Strategy:

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

Analysis of Reading and Math progress monitoring scores every 12 weeks
Monthly meetings/coaching for teachers with the Academic Manager
Small group instruction
Focused professional development
Increased opportunities with student software

Rationale for Evidence-based Strategy:

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

This will clearly indicate the success of applied strategies.

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.

Academic manager will facilitate development on the identified topic for teachers on a quarterly basis.

Teachers will utilize and track Pace and PCSB trainings which are about or include topics on small group instruction.

Person Responsible

Kathy Carpenter (kathy.carpenter@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.

N/A

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

The goal is to increase Common Assessment Reading scores throughout the population.

Measurable Outcome:

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

70% of girls in the program 90+ days, will improve Reading scores from their entrance Common Assessment to their exit Common Assessment by June 30th, 2022.

Monitoring:

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

It will be monitored through academic advising, STAR progress monitoring and overall grades.

Person responsible for monitoring outcome:

Kathy Carpenter (kathy.carpenter@pacecenter.org)

Evidence-based Strategy:

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

STAR progress monitoring will take place every 12 weeks to ensure gains are being made.

Rationale for Evidence-based Strategy:

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

The majority of girls at Pace struggle with reading and do not have confidence in their reading skills. The objective is to increase knowledge and confidence to ensure greater academic success and, hence, employment opportunities.

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.

Increased professional development for ELA teacher

Tutoring

Book club

Increased software for girls to utilize

Scores will be monitored through documentation and a Data Analysis form utilized by the academic team.

Person Responsible

Kathy Carpenter (kathy.carpenter@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.

Pace Polk will work to increase girls' skills so that they have the ability to resolve issues in an appropriate manner. Behavior will be monitored through documentation, weekly Care Review meetings, and biweekly meetings with their academic advisors and counselors.

#3. Culture & Environment specifically relating to Community Involvement

Area of Focus Description and Rationale:

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

By interacting with the community, girls will expand their knowledge of vocational options while also meeting and networking with community members thereby enhancing social skills and opportunities.

Measurable Outcome:

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

80% of girls will participate in a community volunteer project each quarter throughout the 2021-2022 school year.

Monitoring:

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

Volunteering will be documented and monitored through the Pace Impacts documentation system.

Person responsible for monitoring outcome:

Michelle Brown
(michelle.brown@pacecenter.org)

A variety of community organizations will be involved which will provide girls with an expanded view of what community resources are available in Polk County.

Evidence-based Strategy:

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

Girls will learn about organizational missions and roles in the community prior to participation.

If willing, leaders from these community organizations will speak to girls around the time of the activity.

Staff will work with girls to develop social skills needed to interact with community members.

Rationale for Evidence-based Strategy:

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

To increase awareness, opportunities and skills. Community partnerships will be utilized to obtain this goal.

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.

Counselors will track and document community volunteer participation to ensure girls receive this opportunity on a quarterly basis.

Person Responsible

Michelle Brown
(michelle.brown@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.

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.

At Pace Center for Girls we honor the female spirit through ensuring the rights of girls served in our program. Having a thorough understanding about the rights of girls when receiving services is centered while strengthening the core and is in alignment with our culture standards of caring, learning, purpose and results.

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

Staff-providing the education, emotional support and ambiance for our girls.

Students-participate by supporting our values and principles to make the culture sustainable.

Board members-provide various school supplies to our students throughout the year. They also provide holiday gifts for the girls.

School board-provide funds to allow Pace to acquire academic resources for the girls

DJJ-provide funds as well.