

Miami-Dade County Public Schools

Pace Center For Girls



2021-22 Ungraded Schoolwide Improvement Plan

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Pace Center For Girls

1400 NW 36TH ST STE 200, Miami, FL 33142

[no web address on file]

Demographics

Principal: Alberto Iber

Start Date for this Principal: 1/4/2016

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)	71%
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	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 Dade 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.

Our vision for our Pace girls is 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.

All Pace girls have experienced trauma and suffer from 3 out of 5 risk factors: family instability & conflict, school instability, health & mental health, attitudes & behavior and victimization. 67% of our girls self-report as Black and 33% as White. 45% of Pace Miami girls are Hispanic. 52% of the girls came to Pace Miami with serious physical health problems, 18% reported substance use prior to Pace, 20% had a diagnosed mental health disorder, 84% suffer from neglect and 43% parents and/or siblings have been incarcerated. 85% of Pace Miami girls are below the national poverty level. Poverty is closely associated with delinquency and academic underachievement, so Pace offers breakfast and lunch through the National School Lunch Program. The assigned Outreach Counselor works with MDCPS teachers, principals and counselors in addition to the Juvenile Justice system to gain referrals for our program. Pace is a voluntary program located in Allapattah.

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
McCann, Jamie	Assistant Principal	Oversee the onsite operations of Academic Program
Romero, Erika	Dean	Oversee the onsite operations of Social Services Program
Iber, Alberto	Other	The JJEM oversees all program operation within the district.
Thompson-Giordano, Sherry	Principal	Oversees the operations of the Pace Center for Girls Program.
Antonini, Enrique	Instructional Coach	Instructional support
Nortelus, Joella	Instructional Coach	Instructional support
Wynne, Dan	Instructional Technology	Support technology needs
Myles, Diana	Psychologist	School psychologist
Lafaille, Eddy	Assistant Principal	District oversight and administrative support.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

PACE Center for Girls www.pacecenter.org

Demographic Information

Principal start date

Monday 1/4/2016, Alberto Iber

Number of teachers with professional teaching certificates?

5

Number of teachers with temporary teaching certificates?

2

Total number of teacher positions allocated to the school.

7

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.

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	0	1	9	5	6	5	6	32
Attendance below 90 percent	0	0	0	0	0	0	0	1	8	3	6	3	5	26
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	5	2	3	1	3	14
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	6	2	3	20	3	34
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	0	0	6	2	3	0	3	14

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 7/27/2021

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					59%	56%		59%	56%
ELA Learning Gains					54%	51%		56%	53%
ELA Lowest 25th Percentile					48%	42%		51%	44%
Math Achievement					54%	51%		51%	51%
Math Learning Gains					52%	48%		50%	48%
Math Lowest 25th Percentile					51%	45%		51%	45%
Science Achievement					68%	68%		65%	67%
Social Studies Achievement					76%	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					
	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	10										
HSP											
FRL	7	8			42						

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		27									
HSP											

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)	

ESSA Federal Index	
OVERALL Federal Index – All Students	16
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	94
Total Components for the Federal Index	6
Percent Tested	86%

Subgroup Data	
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Students With Disabilities	
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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	
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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	
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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	
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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	
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Federal Index - Black/African American Students	5
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	
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Federal Index - Hispanic Students	0
Hispanic Students Subgroup Below 41% in the Current Year?	YES

Hispanic Students	
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	14
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?

Last year, we focused on attendance as the main area of focus by instituting attendance incentives.

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

Based on observations the best area of improvement was in the area of engagement this was due to our use of technology such as Google Classroom, Zoom and Doxy.me. These services allowed us to stay connected to our girls and families. We also celebrated our girls monthly for their Academic and Social Service growth.

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?

Attendance remains the main area of improvement as 43% of our students had 10 or more absences.

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

Students who regularly attend are engaged, advance academically, progress socially and emotionally, and graduate. We find that attendance is the key to successful academic achievement.

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

To address attendance and better support our girls, we created an attendance committee to create new incentives and interventions for girls struggling with 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.

Professional Development opportunities that will support accelerated learning exist in onboarding activities that ensure all team members are able to support our girls with technology, program methodology training and training that supports successful outcomes for our girls.

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 the data reviewed, we have identified student attendance as an area of continued focus for Pace Center for Girls Miami. School attendance directly affects all other areas of our program. When students attend regularly, grades increase, test scores increase, social-emotional learning improves, and students feel an increased connection to their school. Most of our students come to our program with truancy and attendance issues. Even after enrolling at Pace, we see that students continue to struggle with consistent attendance as this is directly related to our girls' traumatic experiences and unstructured and inconsistent home environments.

Measurable**Outcome:**

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

In the last year, 74% of our students had 80% or above attendance rate. Our goal is to achieve 80% school attendance during the 2021-22 school year. Ultimately, we believe that by attaining this outcome, all girls can experience success, academic achievement and personal and familial growth.

Monitoring:

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

We will monitor school wide attendance on a daily basis by posting our daily percentages on an attendance board, making daily attendance calls to parents/guardians and addressing attendance during bi-weekly, individual counseling sessions and monthly parent meetings. Incentives will be awarded to students meeting the weekly goal through the attendance wheel and Beautique (incentive store). Girls also participate in the Growth and Change system in which attendance is encouraged and recognized during monthly Growth and Change Ceremonies. The attendance committee will evaluate all interventions for effectiveness.

**Person
responsible for
monitoring
outcome:**

Ereka Romero (ereka.romero@pacecenter.org)

Evidence-based**Strategy:**

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

Research by Pace Center for Girls regarding behavior modification resulted with the "Pace's Growth and Change System." This system is aligned with Pace's Values and Guiding Principles, mission, philosophy and our culture of Caring, Results, Purpose and Learning.

**Rationale for
Evidence-based
Strategy:**

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

Pace's Growth and Change system addresses student attendance, allowing students to self-assess progress and learn how attendance affects all other areas. A girl moves from one stage to the next, learning to internalize successes, receive positive recognition, and acquire positive behaviors that encourage growth and change. Through introspection, self-management and skill building, girls will use the system to benchmark their progress and success. The system is intended to be collaborative, positive, motivating and encouraging as a girl finds her voice, strength and greatness. Girls enrolled in the Pace program will participate in the Growth and Change system. Through each girl's care team, staff will work together to review her progress as she completes her stage tasks. Staff also evaluates goal achievements and reviews a girl's weekly Growth and Change Point Sheets to determine in the best objective manner when a girl is ready to move to the next stage.

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.

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. Counselors lead monthly Growth and Change groups.

Person Responsible Ereka Romero (ereka.romero@pacecenter.org)

2. Attendance Wheel spinning activity to incentivize attendance.

Person Responsible Ereka Romero (ereka.romero@pacecenter.org)

3. Facilitate monthly Growth and Change ceremony.

Person Responsible Ereka Romero (ereka.romero@pacecenter.org)

4. Counselors implement attendance plans and conduct bi-weekly counseling sessions addressing attendance.

Person Responsible Ereka Romero (ereka.romero@pacecenter.org)

5. Academic Advisors address attendance percentages during individual progress monitoring sessions.

Person Responsible Ereka Romero (ereka.romero@pacecenter.org)

6. The Program Support and Social Services teams conduct daily attendance calls to identify reasons for absences and assess any potential issues preventing attendance.

Person Responsible Ereka Romero (ereka.romero@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.

Progress monitoring will take the form of quarterly STAR testing with reviews of performance measured over time. Attendance is a crucial element of student performance; thus, we have emphasized attendance as one of our main areas of focus.

#2. Leadership specifically relating to Teacher Recruitment and Retention

Area of Focus Description and Rationale:

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

To provide rigorous instruction to our students and maintain continuity of care, as well as maintain compliance within our governing bodies, it is important that we implement clear interventions and strategies to retain and recruit highly qualified teachers. We anticipate transition of key members from our current team, so we believe that leadership's focus needs to be on maintaining a full and productive team to best serve our program goals. With this focus, we will be able to be 100% staffed during the 2021-22 school year.

Measurable Outcome:

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

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

Monitoring:

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

This area of focus will be monitored by having monthly 1:1's with instructional staff, by building relationships with higher education programs focusing on teacher recruitment-with the goal of building a pipeline for certified teachers ready to join our Pace team. We also plan to offer an additional teacher retention benefit program for teachers who remain with us year after year.

Person responsible for monitoring outcome:

Jamie McCann (jamie.paradise@pacecenter.org)

Evidence-based Strategy:

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

Providing greater support and training systems to new and current teachers. Based on research completed by the EDWEEK research center, a survey of 500 teachers shared that the highest indicator for teacher turnover is Leadership

Rationale for Evidence-based Strategy:

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

Research gathered from our 12 Questions survey completed by Pace team members indicated a greater need for teacher support. One of the questions on the survey is - "There is someone at work who encourages my development." The average score was 3.73 out of 5, demonstrating the need for greater support for teachers in order to improve retention.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action step 1: Focusing on recruitment

Person Responsible

Sherry Thompson-Giordano (sherry.giordano@pacecenter.org)

Action step 2: Conduct 1:1's with teachers

Person Responsible

Jamie McCann (jamie.paradise@pacecenter.org)

Action step 3: Create Sunshine Committee for the 21-22 School Year to facilitate collaboration and team building.

Person Responsible

Jamie McCann (jamie.paradise@pacecenter.org)

Action Step 4: Teacher identified areas of growth monitored and supported by Academic Manager.

Person Responsible

Jamie McCann (jamie.paradise@pacecenter.org)

Action step 5: Additional retention incentives for teachers who remain with the organization year after year.

Person Responsible

Sherry Thompson-Giordano (sherry.giordano@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.

Progress monitoring will take the form of quarterly STAR testing with reviews of performance measured over time. Quality educators are necessary for optimal student performance; thus, we have emphasized teacher quality as one of our main areas of focus.

#3. DJJ Components specifically relating to Grade Advancement

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 the students entering Pace Center for Girls are deficient in credits as compared to their academic cohort. Credit advancement is one of the core areas of drop out prevention.

Measurable Outcome:

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

75% of students eligible for grade promotion will earn promotion during the 2021-2022 school year.

Monitoring:

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

Academic Manager will work with teachers and counselors to create better support systems for students at risk of failing courses to help students reach yearly grade advancement as well as offer credit recovery program for students.

Person responsible for monitoring outcome:

Jamie McCann (jamie.paradise@pacecenter.org)

Evidence-based Strategy:

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

C. Eddy and J. Ballenger (2016) discussed the effectiveness of an online credit recovery program toward improving grade advancement and graduation rates. They demonstrated that students who completed a credit recovery course through Edgenuity were more successful in the subsequent school year.

Rationale for Evidence-based Strategy:

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

A majority of our students come to Pace behind their cohort group. In an effort to help students with grade promotion, we offer credit recovery options for our students.

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.

STAR Reading and Math assessments every 12 weeks to determine students' current level of performance

Person Responsible

Jamie McCann (jamie.paradise@pacecenter.org)

Progress Monitoring on a bi-weekly basis

Person Responsible

Jamie McCann (jamie.paradise@pacecenter.org)

Targeted instruction to individuals or small groups based on analysis of student academic needs

Person Responsible

Jamie McCann (jamie.paradise@pacecenter.org)

Identify students at risk of academic failure and arrange a care team meeting with student and family.

Person Responsible

Jamie McCann (jamie.paradise@pacecenter.org)

Support students who are enrolled in credit recovery courses and struggling.

Person Responsible

Jamie McCann (jamie.paradise@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

Progress monitoring will take the form of quarterly STAR testing with reviews of performance measured over time. Grade advancement motivates students to greater heights and engenders student buy in to the educational platform;

the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

thus, we have emphasized grade advancement as one of our main areas of focus.

#4. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:

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

Our strategy for ensuring successful transitions and graduations is to utilize progress monitoring practices and goal setting for all Pace students from enrollment to transition. We have several processes in place that allow us to monitor, support and reassess goals regularly.

Measurable Outcome:

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

During the 21-22 school year 100% of 12th grade students will graduate or successfully transition to their home school or an adult education/career program.

Monitoring:

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

The area of focus of instructional practice specifically relating to graduation will be monitored by successful transitions and graduation rates. The desired outcome is for Pace students to successfully transition and graduate high school. Due to the length of stay of Pace girls, there are students that may successfully transition back to a mainstream high school or others that will graduate from Pace. We will monitor these through our Pace transition process and contacts as well as through our own Pace graduation rates.

Person responsible for monitoring outcome:

Jamie McCann (jamie.paradise@pacecenter.org)

Evidence-based Strategy:

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

Shapiro, E. S. (2008). Best practices in setting progress monitoring goals for academic skill improvement. *Best practices in school psychology V, 2*, 141-157. This study highlights that outcome driven goal setting with regular progress monitoring increases student achievement.

Rationale for Evidence-based Strategy:

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

Shapiro, E. S. (2008) outlined best practices in setting progress monitoring goals for academic skill improvement. Setting goals with targeted outcomes were identified as most effective in promoting academic success.

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 and Academic Advisors will regularly assess Pace girls’ transition plans and projected transition dates during the girls’ enrollment. Girls and Parents will be a part of the transition process to ensure that a collaborative approach is taken and a successful transition happens for each girl.

Person Responsible

Ereka Romero (ereka.romero@pacecenter.org)

2. Academic Manager will schedule weekly academic guidance sessions with EAOP school counselor and Pace Counselors to help identify goals, areas of development needed and assess status of graduation requirements met.

Person Responsible

Jamie McCann (jamie.paradise@pacecenter.org)

3. Social Services Manager will review all Transition Plans and will support the transition process by participating in meetings, identifying next placements and working with the Counselors on ensuring that girls have a successful transition.

Person Responsible

Ereka Romero (ereka.romero@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.

Our main goal as an educational institution is moving students successfully to graduation. We have emphasized graduation as one of the main goals of our institution. Our progress monitoring plans support student progression and, ultimately, graduation.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Research by Pace regarding behavior modification resulted with the “Pace’s Growth and Change System”. This system is aligned with Pace’s Values and Guiding Principles, mission, philosophy and our culture of Caring, Results, Purpose and Learning. This takes our program to the next logical level of positive impact for our Girls and supports Pace’s “Successful Girl” framework. Our staff is committed, intentional, consistent and planful. As a girl moves from one stage to the next she will internalize her successes, receive positive recognition, and acquire new positive behaviors to encourage growth and change. Through introspection, self-management and skill building, girls will use the system to benchmark their progress and success. The system is intended to be collaborative, positive, motivating and encouraging as a girl finds her voice, strength and greatness. All girls enrolled in the Pace program will participate in the G&C system. Through a girl’s care team, staff will work together to review her progress as she completes her stage tasks. Staff also evaluates goal achievements and review a girl’s weekly Growth and Change Point Sheets to determine in the best objective manner when a girl is ready to move to the next stage. This model is complimented by our weekly newsletters, monthly Growth and Change ceremonies, new semester orientations, psycho-educational and counseling groups, new student orientation sessions and our Spirited Girls curriculum.

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

Pace Miami provides girls and young women an opportunity for a better future through education, counseling, training and advocacy. Our philosophy is to value all girls and young women, believing each one deserves an opportunity to find her voice, achieve her potential and celebrate a life defined by responsibility, dignity, serenity and grace. Pace Center for Girls Miami’s programming goals are focused on providing academic improvement and reducing

criminal justice involvement among girls age 11-17 through community-based gender-specific prevention and early intervention services including academics, evidence-based Spirited Girls! (Life Management Curriculum), counseling, case management, and transition planning focusing on career planning and exploration. The academics and social services components of our program work holistically and synergistically to benefit the girls. Pace's program is unique as it integrates academics, social services and life skill management into a methodology that is delivered in a strength-based, trauma informed and gender responsive manner. Pace is recognized nationally as a model for improving school success and reducing recidivism, resulting with employment and self-sufficiency amongst girls by the Annie E. Casey Foundation, Children's Defense Fund, National Mental Health Association, National Council on Crime and Delinquency, and the Office of Juvenile Justice and Delinquency Prevention. The Edna McConnell Clark Foundation and the Social Innovation Fund recognizes Pace's model as the only one like it in the country. We offer our girls a three year after program. An ongoing relationship with our Pace Girls is key – once a Pace Girl always a Pace girl! Creating a lasting pathway to success is the ultimate goal for our Pace Girls!

Pace serves Girls who are failing in school, not going to school or have been involved with the Department of Juvenile Justice. The community must not lose these girls to disruptive behavior, academic failure or incarceration. All Pace Girls suffer from trauma. Through counseling, Pace works with our Girls so they realize they have a voice, confidence and the ability for achievement. With a clearer mind they are able to concentrate and begin to enjoy learning in school and exploring new experiences. Pace Miami's classrooms are small, 1 teacher to 12-14 students. The teaching style is based on Pace's strength-based, gender responsive and trauma informed methodology. All of our services to our enrolled Pace Girls are complementary. Our Girls are enrolled at our academic/counseling Center for 12-24 months.