

St. Lucie Public Schools

Pace Center For Girls, Treasure Coast



2021-22 Ungraded Schoolwide Improvement Plan

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Pace Center For Girls, Treasure Coast

3651 VIRGINIA AVE, Fort Pierce, FL 34981

[no web address on file]

Demographics

Principal: Maygan Johnson

Start Date for this Principal: 9/5/2019

| | |
|--|--|
| 2021-22 Status (per MSID File) | Active |
| School Function (per accountability file) | DJJ |
| School Type and Grades Served (per MSID File) | High School 6-12 |
| Primary Service Type (per MSID File) | Alternative Education |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 63% |
| 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 St. Lucie 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 Center for Girls provides girls and young women a safe and caring environment to learn, grow and create a bright new future. Our nationally recognized evidence-based model balances academics and social services for middle and high school aged girls.

Our Centers are open year-round, Monday through Friday, to provide academic instruction along with life skills, coaching and counseling to offer a holistic experience to help girls face their past and prepare for their future.

Prior to entry, every girl receives an in-depth assessment to ensure that Pace's program meets their individual needs. We know that girls face increasingly tough challenges and our individual and group counseling services support girls with tools to help them respond appropriately and confidently to obstacles in their lives.

Our small classes, led by certified teachers, allow for one-on-one guidance to help each girl reach her academic potential. Each Center's curriculum aligns with the public school district, which ensures a smoother transition back to a girl's neighborhood school.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|--|---------------------------|---|
| Johnson, Maygan | Principal | Manage the day to day operations of the day program. |
| adrienne.huggins@pacecenter.org, Adrienne | Administrative Support | Over see the day to day operations of the program. |
| Thomas-Dickey, Yasmin | Administrative Support | Over see the say to day operations of the Academic Program. |

Is education provided through contract for educational services?

No

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

Thursday 9/5/2019, Maygan Johnson

Number of teachers with professional teaching certificates?

2

Number of teachers with temporary teaching certificates?

2

Total number of teacher positions allocated to the school.

5

Total number of students enrolled at the school.

52

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.

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 | 1 | 3 | 6 | 0 | 4 | 5 | 12 | 31 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 6 | 0 | 4 | 5 | 12 | 31 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 6 | 0 | 0 | 0 | 12 | 20 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 4 | 2 | 8 | 17 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 3 | 2 | 6 | 14 | |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 6 | 0 | 4 | 5 | 12 | 31 |

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 | 3 | 0 | 0 | 0 | 0 | 3 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

Date this data was collected or last updated

Tuesday 8/24/2021

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---|-------------|---|---|---|---|---|---|---|----|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 12 | 10 | 17 | 25 | 9 | 78 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 12 | 10 | 17 | 25 | 9 | 78 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 12 | 10 | 17 | 25 | 9 | 78 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 7 | 5 | 0 | 16 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 1 | 3 | 5 | 0 | 15 | |
| Level 1 on 2019 statewide FSA ELA assessment | 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 | | |

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 | 5 | 12 | 10 | 17 | 25 | 9 | 78 |

The number of students identified as retainees:

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

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 | | | | | 51% | 56% | | 50% | 56% |
| ELA Learning Gains | | | | | 48% | 51% | | 52% | 53% |
| ELA Lowest 25th Percentile | | | | | 36% | 42% | | 43% | 44% |
| Math Achievement | | | | | 40% | 51% | | 40% | 51% |
| Math Learning Gains | | | | | 41% | 48% | | 47% | 48% |
| Math Lowest 25th Percentile | | | | | 38% | 45% | | 41% | 45% |
| Science Achievement | | | | | 71% | 68% | | 68% | 67% |
| Social Studies Achievement | | | | | 68% | 73% | | 62% | 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 | | | | 17 | | | | | | | |
| 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 | 25 |
| 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 | 75 |
| Total Components for the Federal Index | 3 |
| Percent Tested | 51% |
| 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 | 17 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | |
| Hispanic Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | |
| 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?

Regularly reviewed academic Road Map with girls to create an individualized action plan to meet academic goals. Academic Advisors facilitated biweekly sessions with girls to provide additional support for girls to met their academic goals. Edgenuity progress reports were provided to parents

monthly. The Star assessment as well as other a plethora of data was used to inform address gaps in learning; teachers differentiated instruction to meet individualized needs. Testing bootcamps were provided for FSA/EOC, SAT/Act onsite to prepare all students for assessment administration.

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

ELA Learning gains, there was intentional implementation of project based learning.

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?

Math learning gains. Preparing for state assessments is the most problematic area. We need a certified teacher to implement standards based, engaging curriculum, facilitate FSA/EOC bootcamps.

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

ELA learning gains improved across grade levels.

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

Implement project-based learning
Writing Bootcamps
Hire math certified teacher
Math Bootcamps
Academic Advisors meet with students every two weeks
Monitor gaps in learning
Differentiate instruction to address needs
Center culture work

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 completed a Charlette Danielson Workshop
Center wide training Understanding the Girl
Project based learning professional development

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to ELA State Assessments**Area of Focus****Description and Rationale:**

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

After analyzing our ELA state assessment data, 16.7% of all middle and high school students made learning gains in 2017-2018. In 2018-2019, data shows that 40% of all middle and high school students made learning gains which is an increase of 23.3 % towards proficiency. Additionally, 15 high school students participated in the 2020 Spring ELA Retake assessment, data shows 0% made ELA learning gains. This significant decrease in our high school student population from 2018-2019 to Spring of 2020 shows the need to maintain our focus of improving ELA learning gains.

Measurable**Outcome:**

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

All middle and high school students will make a 5% increase in their ELA learning gains by May 2022 as measured by their ELA state assessments. Due to COVID-19, Florida DOE suspended state assessments, therefore, we will base our outcome expectations on our 2018-2019 data.

Monitoring:

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

Teacher and student will meet monthly for data chats to monitor student's STAR Reading Assessment goals. School-wide implementation of an evidence-based strategy, Writing Across the Curriculum to promote multiple accessibility to the ELA standards. Differentiated instruction will be used as a standards-based small-group instruction and provide 1:1 targeted instruction. Teachers will integrate a variety of questions/tasks that to practice standards-based responses: multi-select, analysis of text, evidence-based questions, comparative of two or more texts. Teachers participate in weekly Academic Team collaborative professional dialogue focusing on measuring the effectiveness of strategies and interventions to differentiate instruction. Teachers will create cross-curricular project-based learning for students. Integrate technology to support meaningful, differentiated, standards-based curriculum. Academic Manager will meet (at least) monthly teachers to monitor teacher's goals. Teachers will facilitate engaging writing bootcamps will present students meaningful opportunities to practice standards-based writing skills. Teachers will participate in continuous professional development targeted to instructional mastery.

Person responsible for monitoring outcome:

Yasmin Thomas-Dickey (yasmin.thomas-dickey@pacecenter.org)

Evidence-based Strategy:

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

Teachers collaborate using the the backwards design process. This process is used to create highly engaging, standards-based, cross-curricular projects that are gender-responsive, strength based, and provide choice for students.

Rationale for Evidence-based Strategy:

| | |
|--|---|
| Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy. | Studies show that project based learning promotes a variety of higher order skills as follows: critical thinking, analytical, interpersonal and intrapersonal communication, research, cooperative learning, and media literacy skills. |
|--|---|

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.

No action steps were entered for this area of focus

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. Other specifically relating to Math assessment data**Area of Focus Description and Rationale:**

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

After analyzing our Math state assessment data, 27% of all middle and high school students made learning gains in 2017-2018. In 2018-2019, data shows that 0% of all middle and high school students made learning gains. This significant decrease supports our need to continue our focus of improving Math learning gains.

Measurable Outcome:

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

Due to COVID-19, Florida DOE suspended state assessments, therefore, we will base our outcome expectations on our 2018-2019 data. Therefore, all middle and high school students will make a 5% increase in their Math learning gains by May 2021 on their Math state assessments.

1. Teachers and students will meet monthly for a data chat to monitor students' STAR Math Assessment goals.
2. Teachers will continue to differentiate their instruction, facilitate a standards-based small-group instruction and provide 1:1 targeted instruction to address specific skill deficiencies.
3. Teachers will integrate a variety of questions/tasks that provide opportunities for strategic practice multiple-choice, multi-select, multi-step, word problems (support Writing Across the Curriculum), elaborate responses.
4. Teachers participate in weekly Academic Team collaborative professional dialogue focusing on measuring the effectiveness of research-based strategies and interventions to differentiate instruction. Additionally, teachers will create cross-curricular project-based learning experiences for students.
5. Academic Manager will meet (at least) monthly teachers to collaboratively monitor teacher's goals.
6. Integrate technology to support meaningful, differentiated, standards-based curriculum.
7. Teachers will actively participate in continuous professional development targeted to instructional mastery.

Monitoring:

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

Person responsible for monitoring outcome:

Yasmin Thomas-Dickey (yasmin.thomas-dickey@pacecenter.org)

Evidence-based Strategy:

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

Teachers collaborate using the the backwards design process. This process is used to create highly engaging, standards-based, cross-curricular projects that are gender-responsive, strength based, and provide choice for students.

Rationale for Evidence-based Strategy:

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

Studies show that project based learning promotes a variety of higher order skills as follows: critical thinking, analytical, interpersonal and intrapersonal communication, research, cooperative learning, and media literacy skills.

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.

No action steps were entered for this area of focus

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.

#3. Other specifically relating to Qualified Teachers**Area of Focus
Description and
Rationale:**

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

It is imperative that we continue our efforts to recruit and retain highly qualified teachers, so we are able to build a robust, standards-based academic program that positively impacts the lives of the student population we serve. Therefore, it is our priority to offer individual support to teachers who are not considered highly qualified due to certification according to the FLDOE. We have 5 teachers responsible for the instruction of Math, English, Social Studies, Science, Reading, and Spirited Girls (Health & Life Management course). 2021 data shows that 60% of our teachers have met all certification requirements in Social Studies, Reading, English & Spirited Girls; 40% of our teachers have not met all their FLDOE certification requirements in Math and Science.

Measurable Outcome:

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

By recruiting teachers who have already met the requirements and actively supporting all teachers who have not met all their FLDOE certification requirements we will increase our overall qualified teachers from 60% to 100% by the end of the 2021-2022 school year.

Monitoring:

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

1. We have 2 Highly Qualified teachers in Reading and Social Studies and 1 Qualified Teacher for English and Spirited Girls.
2. Math teaching position is currently opened .
3. English – teacher holds a temporary certification in English expiring in June 2023, scheduled for English 6-12 exam in April, 2022, GRE/GK exam by Oct 2022 and professional exam in March, 2023.
4. Science teaching position is currently opened.
5. Resources, and exam payment have been offered to teachers to support certification requirements.
6. Academic manager will continue to monitor progress of certification goals during monthly support meetings.

Person responsible for monitoring outcome:

Yasmin Thomas-Dickey (yasmin.thomas-dickey@pacecenter.org)

**Evidence-based
Strategy:**

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

1. Recruit and hire teachers with valid certifications in their subject areas.
2. Provide uncertified teachers with free access to NAVED courses.
3. Provide teacher retention opportunities (1 paid month off) for teachers who are certified and have been employed with the agency for a year.
4. Differentiate professional development to strengthen the effectiveness of teachers' standards-based instruction.

Rationale for Evidence-based Strategy:

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

It is a requirement for certified teachers to instruct 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.

No action steps were entered for this area of focus

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.

#4. Other specifically relating to Data Integrity**Area of Focus Description and Rationale:**

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

During our DJJ appeal we discovered that was a critical need to strengthen data integrity.

Measurable Outcome:

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

As teachers enter and transition from Pace, the correct data will be entered in Skyward 100% of the time. Consistently update student schedules. enter course completions and drop old courses.

Monitoring:

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

The Registrar will be trained on process surrounding data integrity and input in a timely manner. Academic Manager will utilize Skyward and FTE reports to ensure compliance. Registrat will continue to access support and training through St. Lucie Public School.

Person responsible for monitoring outcome:

Yasmin Thomas-Dickey (yasmin.thomas-dickey@pacecenter.org)

Evidence-based Strategy:

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

N/A

Rationale for Evidence-based Strategy:

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

N/A

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.

No action steps were entered for this area of focus

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.

Pace Center for Girls hosts weekly culture forums with the students and staff to discuss what went well throughout the week, and areas we need to grow in as a center. The girls contribute to positive culture by providing feedback on what they need to be successful and teachers provide insight on how they can assist on meeting their needs.

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

St Lucie School District
Children Services Council
United Way
Graceway Villiage
Health Department
Boys and Girls Club
Children's Home Society
Andrew Hunt Foundation
Coca Cola