

Clay County Schools

# Pace Center For Girls Clay



2021-22 Schoolwide Improvement Plan

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## Pace Center For Girls Clay

1241 BLANDING BLVD, Orange Park, FL 32065

www.pacecenter.org

### Demographics

**Principal: Cristina Helbing**

Start Date for this Principal: 3/16/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	75%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students*
<b>School Grades History</b>	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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# Pace Center For Girls Clay

1241 BLANDING BLVD, Orange Park, FL 32065

[www.pacecenter.org](http://www.pacecenter.org)

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p><b>2020-21 Title I School</b></p> <p style="text-align: center;">No</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

## School Grades History

Year  
Grade

## School Board Approval

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## SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## 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.

Vision Statement- Pace envisions a world where all girls and young women have POWER, in a JUST and EQUITABLE society.

#### Pace's 9 Guiding Principles

1. Honor the Female Spirit
2. Invest in the Future
3. Value the Wisdom of Time
4. Act With Integrity and Positive Intent
5. Embrace Growth and Change
6. Focus on Strengths
7. Exhibit Courage
8. Seek Excellence
9. Create Partnerships

PACE values all girls and young women, believing each one deserves an opportunity to find her voice, achieve her potential and celebrate a life defined by responsibility, dignity, serenity and grace.

It is the policy of PACE to serve girls ages 11-17 years old who are at risk of school failure and/or dropout and/or involvement in the Juvenile Justice system. To determine if PACE is the most appropriate placement, based on the girl's assessed needs; a designated staff member will administer a needs assessment which includes a suicide risk screening component to the girl during the Intake interview. PACE utilizes the Prevention Assessment Tool (PAT) as the needs assessment at intake. The PAT is an instrument designated and approved by the Department of Juvenile Justice.

PACE will make every attempt to provide services to at-risk girls. However, PACE may not be able to effectively meet the needs of all girls referred. In the event that PACE is not the most appropriate placement, a referral to a more suitable placement for the girl will be offered by designated PACE staff. Girls are accepted into the program regardless of race, color, religion, creed or sexual orientation. The decision to attend PACE is a voluntarily decision made by each individual girl and her parent/guardian. In some instances, PACE accepts court ordered placements in accordance with local contracts and girls' needs.

There is no charge for girls to attend PACE. When applicable, PACE may assist with necessary student expenses including bus fare, school supplies, and lunch if needed.

### School Leadership Team

#### Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Shadrick, Destani	Executive Director	Works with CCDS for the development of our district contract. She is also responsible for the areas of financial resources development for the entire program. Supervises middle management.
Reynolds, Carla	Academic Manager	As Pace Clay's primary instructional leader, she supports classroom instruction and supervises teachers. She develops schedules for students and cohorts for effective placement of the girls in the classroom setting. She coordinates state testing and serves as a liaison for ESE, ESOL, and all educational services provided by CCSD. She collaborates with the Social Service's manager to effectively manage the day program.
Woodberry, Sylvia	Social Services Manager	Manages the social service staff and collaborates with the Academic Manager to effectively manage the day program. Updates and submits Juvenile Justice Information Systems data and reporting.
Krall, Carolyn	Business Manager	She is responsible for financial management, contract management, facility, and vehicle management, staff training, and oversees most administrative tasks. She supervises the receptionist.

**Demographic Information**

**Principal start date**

Monday 3/16/2015, Cristina Helbing

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Total number of teacher positions allocated to the school**

5

**Total number of students enrolled at the school**

51

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

1

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

0

**Demographic Data**

## Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	2	4	13	18	6	6	4	53
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
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	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

Date this data was collected or last updated

Wednesday 8/18/2021

2020-21 - As Reported

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	3	7	10	10	9	8	4	51
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 ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide 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

**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	3	7	10	10	9	8	4	51
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 ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide 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					60%	56%		57%	56%
ELA Learning Gains					52%	51%		53%	53%
ELA Lowest 25th Percentile					39%	42%		43%	44%
Math Achievement					55%	51%		55%	51%
Math Learning Gains					46%	48%		46%	48%
Math Lowest 25th Percentile					38%	45%		36%	45%
Science Achievement					73%	68%		92%	67%
Social Studies Achievement					81%	73%		79%	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					

**Grade Level Data Review - Progress Monitoring Assessments**

Provide the progress monitoring tool(s) by grade level used to compile the below data.

N/A

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			



Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	30
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	90
Total Components for the Federal Index	3
Percent Tested	37%

### Subgroup Data

#### Students With Disabilities

Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

#### English Language Learners

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

#### Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

#### Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

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

Trends that emerge include gaps in Math, ELA, and attendance.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Currently, Math, ELA, and attendance are our greatest needs for improvement areas identified by STAR data and attendance reports.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Contributing factors include trauma, environment, and school loss. MTSS needs to occur to address these needs.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Math scores show a 71% increase amongst girls from Spring 2021 to fall of 2022 (state data is not available).

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Our school implemented RTI.

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

We need to continue RTI.

**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.**

Staff was provided MTSS training.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Reading will be incorporated into all subjects and there is an attendance plan in place for success.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Currently 68% of girls are not "on track" in reading. There has been a 31% increase in reading comprehension from spring of 2021 to fall of 2021 using MTSS interventions. Only one student remains in the program for year to year comparison data (fall of 20 to fall of 21). She has shown 85% growth. 9 out of 29 girls improved category ratings according to STAR. Girls that fell within the urgent intervention category are steadily improving with the MTSS interventions in place. We would like to continue this trend.

**Measurable Outcome:** 70% of girls will improve reading comprehension skills by at least 25% by May 2022, as measured by the STAR assessment.

**Monitoring:** The STAR assessment will be administered every 12 weeks.

**Person responsible for monitoring outcome:** Katelyn Stocks (katelyn.stocks@pacecenter.org)

**Evidence-based Strategy:** EasyCBM will be used with intervention groups 2-3 times a week by tier for 20-30 minutes a session.

**Rationale for Evidence-based Strategy:** EasyCBM is backed by 30 years of research. It is designed to provide teachers insight into which students need additional support and a means to measure the effectiveness of their teaching. System reports provide information that supports evidence-based decision making, and the interventions interface streamlines the process of keeping track of students' instructional program.

**Action Steps to Implement**

Incorporate more reading into every subject.

**Person Responsible** Carla Reynolds (carla.reynolds@pacecenter.org)

Pizza Hut Book Club

**Person Responsible** Casey Duncan (casey.duncan@pacecenter.org)

**#2. Instructional Practice specifically relating to Math**

**Area of Focus**  
**Description and Rationale:** Through MTSS Intervention, 71% of girls showed growth from spring 20 to fall 21, yet 50% of girls continue to not be on track according to STAR. We would like to continue the growth trends so that more girls can be on track.

**Measurable Outcome:** 60% of girls will increase their math scale score by at least 15% by May 2022, as measured by the STAR assessment.

**Monitoring:** The STAR assessment will be administered every 12 weeks.

**Person responsible for monitoring outcome:** Carla Reynolds (carla.reynolds@pacecenter.org)

**Evidence-based Strategy:** Reteaching will be utilized through IXL and Khan Academy 2-3 times a week by tier for 20-30 minutes a session.

**Rationale for Evidence-based Strategy:** IXL supports every learner with a comprehensive curriculum. Real-time diagnostics pinpoint what students know and exactly what is needed to do next to help them improve. Personalized guidance is provided to suggest skill recommendations that help each student close knowledge gaps and grow from where they are. Actionable analytics provide real-time insights that help teachers make daily instructional decisions. In a recent study, Khan Academy students were over twice as likely to meet grade-level standards with Khan Academy. Khan Academy personalizes learning so that students can practice at their own pace, first filling in the gaps in their understanding and then accelerating their learning with tailored instruction to meet the needs of every student.

**Action Steps to Implement**

IXL

**Person Responsible** Chelsea Pratt (chelsea.pratt@pacecenter.org)

Khan Academy

**Person Responsible** Chelsea Pratt (chelsea.pratt@pacecenter.org)

**#3. DJJ Components specifically relating to Increased Attendance**

<b>Area of Focus Description and Rationale:</b>	Last year's attendance rate was 60%, 20% below the expected 80%.
<b>Measurable Outcome:</b>	75% of girls will increase their level of accountability by at least 10% by May 2022, as measured by attendance rates.
<b>Monitoring:</b>	Daily attendance is taken and attendance reports will be generated monthly in Impacts for review.
<b>Person responsible for monitoring outcome:</b>	Sylvia Woodberry (sylvia.woodberry@pacecenter.org)
<b>Evidence-based Strategy:</b>	
<b>Rationale for Evidence-based Strategy:</b>	

**Action Steps to Implement**

Individual attendance incentives include :  
 100% Monthly Perfect Attendance Lunch with Executive Director and 4 dress-down passes for the following month.  
 Girls with 80% and above attendance will be dismissed first, recognized at Growth & Change ceremonies, and receive 2 dress-down passes for the following month.  
 Girls who improve attendance by at least 10% in a month will receive 1 dress-down pass.  
 Girls who have 3 months of perfect attendance will earn a trip to the nail salon with the Executive Director.  
 Girls who have 6 months of perfect attendance will earn a 1:1 lunch and a trip to the nail salon with their staff member of choice.

**Person Responsible**                      Destani Shadrick (destani.shadrick@pacecenter.org)

Group attendance incentives include:  
 Academic Advising groups & Counseling Caseload Groups who earn 80% monthly attendance will earn a group fiesta; 80% semester attendance will earn a game day, and 80% yearly attendance will get to plan the first dance in the new building with the Girls' Leadership Council.

**Person Responsible**                      Sylvia Woodberry (sylvia.woodberry@pacecenter.org)

**#4. -- Select below -- specifically relating to**

<b>Area of Focus Description and Rationale:</b>	
<b>Measurable Outcome:</b>	
<b>Monitoring:</b>	
<b>Person responsible for monitoring outcome:</b>	[no one identified]
<b>Evidence-based Strategy:</b>	
<b>Rationale for Evidence-based Strategy:</b>	

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

N/A

#### **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.**

Positive school culture and environment reflect 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. Pace Center for Girls is an inclusive environment. We build a positive school culture and environment by actively working on our culture. Every year, we have a culture goal that we work toward to promote a culture where people feel valued, supported, safe, capable, and connected. Our action steps include implementing a quarterly Center-Wide forum where the Culture Plan is reviewed and action steps are created for any areas of deficiency. We also implement a 15-minute monthly team-building activity during our all-staff meetings. We work toward meeting all of our girls' needs, not just academics. We are a trauma-informed, gender-responsive, and strength-based program. We focus on our nine pillars daily to continue to strengthen our culture.

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

We work with many stakeholders beyond staff, students, and board members. As a non-profit, we rely on volunteers and building community partnerships. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment is 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 are critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.



## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: DJJ Components: Increased Attendance	\$0.00
4	III.A.	Areas of Focus: -- Select below --:	\$0.00
<b>Total:</b>			<b>\$0.00</b>