

Duval County Public Schools

Pace Center For Girls Jax



2021-22 Ungraded Schoolwide Improvement Plan

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Pace Center For Girls Jax

2933 UNIVERSITY BLVD N, Jacksonville, FL 32211

<http://www.duvalschools.org/>

Demographics

Principal: Edward Robinson

Start Date for this Principal: 7/1/2014

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students* Economically Disadvantaged Students*
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Duval 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 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. Pace is committed to finding the great in every girl. Pace values the uniqueness of every individual and believes that diversity enriches our world. We welcome and encourage each girls differences to be expressed as an opportunity for all girls to learn and grow. The culture at Pace is one of Caring, Purpose, Learning and Results.

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
Reed, Kimberly	Executive Director	The Executive Director is responsible for managing a comprehensive, integrated program that covers all aspects promotions, fundraising and development for the centers. Work to transform girls' lives through academic and counseling programs based on a gender-responsive, strength-based and trauma informed framework.
Robinson, Edward		The role of a principal is to provide strategic direction and support to the program. The Principal implements and monitors standardized curricula, assess teaching methods, monitor student achievement, and encourage parent involvement to support the overall program.
Parker, LaTonya		Create and support an environment within the school that is conducive to teaching and learning by implementing the school curriculum and monitor student achievement. Monitor and support the overall academic progression of the program.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Tuesday 7/1/2014, Edward Robinson

Number of teachers with professional teaching certificates?

3

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

8

Total number of students enrolled at the school.

72

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

2

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

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	1	7	12	14	11	3	50	
Attendance below 90 percent	0	0	0	0	0	0	0	1	2	2	7	2	3	17	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	5	2	3	12	
Course failure in Math	0	0	0	0	0	0	0	0	1	0	3	0	3	7	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	1	0	2	1	1	6	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	1	1	1	1	0	0	4	
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	0	1	1	0	1	3	1	7	

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	1	0	1	0	2
Students retained two or more times	0	0	0	0	0	0	0	1	2	0	7	3	3	16

Date this data was collected or last updated

Thursday 8/19/2021

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	2	4	6	16	10	7	19	64
Attendance below 90 percent	0	0	0	0	0	0	1	1	6	9	5	4	9	35
One or more suspensions	0	0	0	0	0	0	0	0	1	1	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	2	9	3	4	4	22
Course failure in Math	0	0	0	0	0	0	0	0	2	4	1	4	1	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	1	1	2	1	1	3	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	2	1	3	1	0	0	0	7

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	1	5	8	5	5	5	30

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	2	1	1	0	5
Students retained two or more times	0	0	0	0	0	0	2	3	5	10	10	3	11	44

Part II: Needs Assessment/Analysis**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					47%	56%		47%	56%
ELA Learning Gains					48%	51%		49%	53%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Lowest 25th Percentile					42%	42%		42%	44%
Math Achievement					51%	51%		51%	51%
Math Learning Gains					52%	48%		55%	48%
Math Lowest 25th Percentile					47%	45%		50%	45%
Science Achievement					65%	68%		61%	67%
Social Studies Achievement					70%	73%		67%	71%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Subgroup Data Review

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

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	27										
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	22
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	109
Total Components for the Federal Index	5
Percent Tested	59%
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	
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	0
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?

The ELA data showed the lowest performance based on the data from the District PMA (Progressing Monitoring Assessments). The PMA are administered quarterly for the purpose of monitoring individual students' performance to adapt instruction to improve their performance. The assessment included a range of strategies appropriate for inferences relevant to district curricula and state standards.

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

The Math data showed improvement. Students received effective lessons and direct instructions in small group and one-on-one support that contributed to the improve achievement.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The ELA data showed the lowest performance based on the data from the District PMA (Progressing Monitoring Assessments). The contributing factors include but not limited to multiple grade levels behind; attendance; inappropriate behaviors; juvenile delinquency; and foster care.

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

Decreased attention span in the classroom, low reading performance, and attendance.

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

Provide students with more engaging instruction and activities. Facilitate learning versus teaching to include more blended learning opportunities with technology with the purchase of Title I Funds. Increase reading time during the school day and make good use of the time. Purchase books at the right level and interest and instruct students to reread to build fluency. Contact the parents for support and implement attendance incentives to increase 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.

1. Professional development will be provided to support student engagement and differentiation.
2. Quarterly Professional Development will be provided to assist teachers in cross-curricular lesson plan development.
3. Teachers will incorporate the four (4) pillars of instruction, (Full engagement, rigorous content, student ownership, and demonstration of student learning), with an emphasis on student engagement.
4. Professional Development will be used to development multiple strategies for lesson plan development.
5. In-service days will be used for teacher collaboration and provide the opportunity for teachers to learn differentiation strategies used in various classrooms.

Part III: Planning for Improvement

Areas of Focus:

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

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

Differentiation of instruction in Math and Reading will be the areas of focus for the upcoming school year. Differentiated classrooms respond to student variety in readiness levels, interests, and learning profiles. If this area improves, so will student achievement. It allows all students to be successful. Rationale:

Teachers have multiple preparations of subject area content; Example: M/J Math, Algebra 1, Algebra 2, and Geometry are taught simultaneously.

Measurable Outcome:

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

The measurable outcomes will be shown by improved WIN Assessment scores, Math and ELA gains on district and state EOC assessments, and improved promotion rate.

Monitoring:

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

District Progress Monitoring Assessments

Person responsible for monitoring outcome:

Kimberly Reed (kimberly.reed@pacecenter.org)

Evidence-based Strategy:

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

Teachers will use the District provided curriculum including but not limited to the blended learning platforms to enhance the instructional outcomes of the students. Curriculum mapping, inquiry-based learning, and the PLATO instructional software will also be implemented.

Rationale for Evidence-based Strategy:

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

Students vary in culture, socioeconomic status, language, gender, motivation, ability/disability, learning styles, personal interests and more, and teachers must be aware of these varieties as they plan in accordance with the curricula. By considering varied learning needs, teachers can develop lessons and provide instruction so that all students in the classroom can learn effectively.

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.

For the White student population identified, the progress monitoring will depend on the student's instructional level rather than his or her grade level. The teachers will use a curriculum-based measurement in addition to the District Progress Monitoring Assessments that are administered Quarterly.

#2. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

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

Standards based instruction is an area of focus for the 2020-2021 academic year. Standards based alignment will assist students in grade level mastery of the academic standards and improved instructional outcomes. Standards based alignment will ensure that the student academic task will align with the expectation of the standard as the student works toward mastery of the standard.

Measurable Outcome:

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

The measurable outcomes will be shown by improved WIN Assessment scores, Math and ELA gains on district and state EOC assessments, and improved promotion rate.

Monitoring:

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

Progress Monitoring Assessments

Person responsible for monitoring outcome:

Kimberly Reed (kimberly.reed@pacecenter.org)

Evidence-based Strategy:

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

Teachers will use the District provided curriculum including but not limited to the blended learning platforms to enhance the instructional outcomes of the students. Curriculum mapping, inquiry-based learning, and the PLATO instructional software will also be implemented.

Rationale for Evidence-based Strategy:

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

Students vary in culture, socioeconomic status, language, gender, motivation, ability/disability, learning styles, personal interests and more, and teachers must be aware of these varieties as they plan in accordance with the curricula. By considering varied learning needs, teachers can develop lessons and provide instruction so that all students in the classroom can learn effectively.

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.

For the white student population identified, the progress monitoring will depend on the student's instructional level rather than his or her grade level. The teachers will use a curriculum-based measurement in addition to the District Progress Monitoring Assessments that are administered Quarterly.

Part IV: Positive Culture & Environment

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

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

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

Pace is committed to finding the great in every girl. Each Pace community and every Pace team member is part of a collective culture focused on girls and their needs. The Pace culture plays a significant role on the impact to our girls, shaping their future. Their voice and perspective are always at the forefront. School culture is one of the most impactful contributors to perceptions of a successful school. The culture of a school has far-reaching impacts on every aspect of the organization. Student achievement, teacher effectiveness, parent involvement, community support are all affected by the explicit and implicit cultural attributes of the school. We will create a teacher leadership that utilizes the strengths of our staff members for school improvement. Being intentional about teacher leadership opportunities is fundamental to creating a culture of growth and opportunity. In conjunction with teacher leadership, professional learning opportunities are a powerful way to boost school culture. To generate a culture of learning and growth for all, the teaching and learning of adults must be an integral part of the learning cycle in the school.

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

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

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

From creating a career day that celebrates community members to recruiting classroom volunteers from the community to asking for parent support are some of the ways we will engage the school community. Parent seminars, teacher training, student teacher partnerships and mentoring will be an integrated part of the school culture for all. The community perception is the undercurrent for school marketing, school image, and student enrollment that all have direct impacts on the school culture. Creating Partnerships is an important Value and Guiding Principle at Pace – we believe in developing effective partnerships and long-term relationships by listening to our team members, our girls and their families, and our communities, incorporating each person's input and involving them in our decision making process.