

Broward County Public Schools

Pace Center For Girls, Inc.



2021-22 Ungraded Schoolwide Improvement Plan

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Pace Center For Girls, Inc.

2225 N ANDREWS AVE, Wilton Manors, FL 33311

[no web address on file]

Demographics

Principal: David Watkins

Start Date for this Principal: 8/19/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	DJJ
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
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	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 Broward 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 Broward is specifically designed for middle and high school age girls who are at risk for delinquency or dropping out of school. Pace employs gender-responsive, trauma-informed, and strength-based prevention and early intervention programs for girls with multiple risk factors. Pace Broward's Academic & Counseling Day Program is a year-round academic, counseling, case management, life skills, psychoeducation, and transition support services program provided to adolescent girls and young women, ages 11 to 17 in a safe, structured, and supportive school-based setting.

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
Nunez, Sara	Executive Director	Complete operational oversight of Pace Center for Girls Broward, including hiring, training, and coaching of staff; overseeing program, academic, and social services activities; and compliance.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Thursday 8/19/2021, David Watkins

Number of teachers with professional teaching certificates?

5

Number of teachers with temporary teaching certificates?

2

Total number of teacher positions allocated to the school.

7

Total number of students enrolled at the school.

90

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.

2

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	10	10	21	17	24	30	114	
Attendance below 90 percent	0	0	0	0	0	0	2	9	8	18	11	22	18	88	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	0	1	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	2	0	3	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	1	0	1	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	2	6	5	3	6	14	37	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	1	2	5	7	7	2	11	35	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	2	10	10	6	0	0	0	28	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	2	9	9	13	8	8	16	65

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		
Students retained two or more times	0	0	0	0	0	0	0	2	0	4	0	0	1	7	

Date this data was collected or last updated

Monday 8/30/2021

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	3	11	11	13	36	17	15	106	
Attendance below 90 percent	0	0	0	0	0	0	3	9	10	10	32	15	15	94	
One or more suspensions	0	0	0	0	0	0	2	10	1	1	7	2	1	24	
Course failure in ELA	0	0	0	0	0	0	0	0	0	3	2	1	0	6	
Course failure in Math	0	0	0	0	0	0	0	0	0	3	2	1	0	6	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	3	8	9	8	23	15	11	77	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	3	8	9	8	23	15	11	77	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	2	5	7	7	19	8	8	56	

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	2	2	7	7	18	9	8	53	
Students retained two or more times	0	0	0	0	0	0	0	2	3	0	0	0	4	9	

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					57%	56%		58%	56%
ELA Learning Gains					52%	51%		54%	53%
ELA Lowest 25th Percentile					45%	42%		47%	44%
Math Achievement					51%	51%		49%	51%
Math Learning Gains					44%	48%		45%	48%
Math Lowest 25th Percentile					43%	45%		46%	45%
Science Achievement					66%	68%		64%	67%
Social Studies Achievement					71%	73%		70%	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								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
BLK	27	33		10			9	8			
FRL	37	29		15	18		15	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	18

ESSA Federal Index	
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	55
Total Components for the Federal Index	3
Percent Tested	40%
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	20
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?

Areas of Focus for the 20-21 school year included increasing attendance and maintaining high-quality standards based instruction. Attendance was monitored using Pace's data management system and individualized plans were made to increase the attendance for students in ESSA subgroups.

Instructional personnel were provided with the instructional resources to assist them in the alternative school model. They received development on high yield, ESE and ESOL strategies. The instructional staff received ongoing training on effective instructional strategies to meet the academic and social-emotional needs of low performing students as well as students needed trauma-responsive instruction of Black/African American and Economically Disadvantaged Students.

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

In an effort to increase the number of girls who tested year over year in FSA Math and FSA ELA, we employed a number of strategies. We have created a testing schedule that is communicated to girls and parents far in advance of the testing windows. The communication continues when girls interact with their advisors and counselors, reminding and encouraging the girls to be present on testing days.

Additionally, specific communication is made to girls who need to take the assessments. These strategies resulted in a 30% increase in the number of girls who tested.

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

Attendance continues to be the greatest area of need for our girls. Consistent, on-time attendance was greatly affected by COVID, as some girls remained on a remote learning platform for the entire school year, while those who came to school in-person continued to struggle with consistency, transportation, and other barriers to high attendance.

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

Trends that emerge across grade levels, subgroups and core content areas are lack of consistency in attendance rates and lower test scores in Math & ELA.

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

In order to accelerate learning in Math, Reading, and English, small group learning needs to be implemented on a regular basis in the girls' greatest areas of need.

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.

Social emotional learning and trauma-informed care remain high priorities in the acceleration of academic success for our students. Teachers and leaders at Pace Center for Girls Broward will receive training and development throughout the year to ensure that they receive effective instructional strategies to meet the academic and social-emotional needs of low performing students, Black/African American and Economically Disadvantaged Students, as well as students needing trauma-responsive instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. DJJ Components specifically relating to Increased Attendance**Area of Focus Description and Rationale:**

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

Improved attendance is not the only factor impacting student achievement. However, student learning improves with consistent attendance, high-quality teaching, engaging curriculum, feeling safe in the learning environment, and a positive relationship between the home and school. This area of focus is needed to address the current school year attendance Early Warning Indicator rates including: 60% of enrolled students with more than two absences in the last 30 days, attendance dropped below enrollment attendance rating, or attendance decreased month-to-month.

Measurable Outcome:

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

For the 2021-22 school year, the school plans to focus on improving attendance rates. At least 55% of students (increased from 40% currently) will achieve at least an 80% attendance rate.

Monitoring:

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

Attendance rates can be monitored through Pace's internal data collection system. Daily attendance calls are made to parents/caretakers for girls not in attendance. Girls with unexcused absences of 3 or more days will also have a parent/caretaker contacted by a member of management and a home visit will be conducted for girls exceeding a week of absences.

Person responsible for monitoring outcome:

Sara Nunez (sara.nunez@pacecenter.org)

Evidence-based Strategy:

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

Social and emotional learning (SEL) involves a coordinated set of evidence-based practices for enhancing social-emotional-cognitive development, positive behavior, interpersonal relationships, and academic performance.

- > Growth & Change model of behavior modification to provide some external incentives for on-time regular attendance.
- > Provision of wraparound case management services to help remove barriers to daily attendance, such as transportation and childcare.
- > Continued utilization of bell schedule with a later start time.

Rationale for Evidence-based Strategy:

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

Social and emotional learning (SEL) involves a coordinated set of evidence-based practices for enhancing social-emotional-cognitive development, positive behavior, interpersonal relationships, and academic performance. Research shows that improving a school's climate and culture is an important way to achieve this goal, especially in schools with diverse student populations. SEL can increase student achievement and promote prosocial behaviors, engage students in learning and reduce depression and stress, factors critical to student attendance. SEL can help schools reduce chronic absenteeism and improve attendance rates. Pace will continue to utilize a bell schedule with a later start time to remove barriers to on-time school arrival, such as the use of public transportation and the need for additional rest for adolescents. In addition, Pace's wraparound services will assist girls in identifying and problem-solving around additional barriers to attendance. Pace's Growth & Change model works to incentivize girls for daily, weekly, and monthly attendance while forming a positive attitude towards school and learning.

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.

Engage girls in the Growth & Change model of behavior modification which initially incentivizes girls for on-time attendance while increasing their intrinsic motivation to attend school in a safe, gender-responsive, trauma-informed, strength-based environment.

Person Responsible Sara Nunez (sara.nunez@pacecenter.org)

Identify students with attendance challenges and provide intensive support to the student and her family to identify strategies to increasing on-time attendance. Review of attendance plans will take place weekly with the girl's team and parent/guardian to ensure regular attendance.

Person Responsible Sara Nunez (sara.nunez@pacecenter.org)

Counseling staff will engage girls in weekly, targeted SEL groups encompassing a variety of topics and activities to increase positive behavior, interpersonal relationships, and academic improvement.

Person Responsible Sara Nunez (sara.nunez@pacecenter.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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

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

This area of focus is needed to address the current school year Early Warning Indicator rates including: 53% of girls with decreased Math STAR assessment scores.

Measurable Outcome:

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

For the 2021-22 school year, the school plans to improve the level of girls demonstrating a score of 3 or higher on the FSA Math to 30%.

Monitoring:

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

Bi-Monthly STAR scores, Bi-Monthly Progress Monitoring, Quarterly Progress Monitoring and Goal Review.

Person responsible for monitoring outcome:

Sara Nunez (sara.nunez@pacecenter.org)

Evidence-based Strategy:

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

Small Group Instruction is an opportunity for teachers to provide additional teaching and practice often needed for struggling students to master important skills or understand key concepts. Research shows that small group instruction is effective because teaching is focused precisely on what the students need to learn next to move forward.

Rationale for Evidence-based Strategy:

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

Small group instruction provides intensity as students have more opportunities to practice and respond. It gives students more of the teacher's focused attention and a chance to ask specific questions about what they learned. Research shows that students in small groups in the classroom learn significantly more than students who are not instructed in small groups. Small group instruction allows opportunity for teachers to provide additional teaching and practice often needed for struggling students to master important skills or understand key concepts.

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.

Identify girls with FSA scores of 1 or 2 and/or below 974 on the STAR Renaissance test and provide once weekly, for a minimum of 25 minutes, 100 minutes/month, targeted small group instruction facilitated by ESE Teacher and Math Teacher.

Person Responsible

Sara Nunez (sara.nunez@pacecenter.org)

Identify girls with FSA scores of 1 or 2 and/or below 974 on the STAR Assessment and provide once weekly test-taking strategy instruction.

Person Responsible

Sara Nunez (sara.nunez@pacecenter.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA

subgroups not meeting the 41%
threshold according to the
Federal Index.

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

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

This area of focus is needed to address the current school year Early Warning Indicator rates including: 53% of girls with decreased Reading STAR assessment scores.

Measurable Outcome:

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

For the 2021-22 school year, the school plans to improve the level of girls demonstrating a score of 3 or higher on the FSA ELA to 30%.

Monitoring:

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

Bi-Monthly STAR scores, Bi-Monthly Progress Monitoring, Quarterly Progress Monitoring and Goal Review.

Person responsible for monitoring outcome:

Sara Nunez (sara.nunez@pacecenter.org)

Evidence-based Strategy:

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

Small Group Instruction is an opportunity for teachers to provide additional teaching and practice often needed for struggling students to master important skills or understand key concepts. Research shows that small group instruction is effective because teaching is focused precisely on what the students need to learn next to move forward.

Rationale for Evidence-based Strategy:

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

Small group instruction provides intensity as students have more opportunities to practice and respond. It gives students more of the teacher's focused attention and a chance to ask specific questions about what they learned. Research shows that students in small groups in the classroom learn significantly more than students who are not instructed in small groups. Small group instruction allows opportunity for teachers to provide additional teaching and practice often needed for struggling students to master important skills or understand key concepts.

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.

Identify girls with FSA scores of 1 or 2 and/or below 974 on the STAR Renaissance test and provide once weekly, for a minimum of 25 minutes, 100 minutes/month, targeted small group instruction facilitated by ESE Teacher, Reading Teacher, and English Teacher.

Person Responsible

Sara Nunez (sara.nunez@pacecenter.org)

Identify girls with FSA scores of 1 or 2 and/or below 974 on the STAR Assessment and provide once weekly test-taking strategy instruction.

Person Responsible

Sara Nunez (sara.nunez@pacecenter.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA

subgroups not meeting the 41% threshold according to the Federal Index.

Part IV: Positive Culture & Environment

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

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

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

Pace is built on a set of guiding values and principles that shape the way stakeholders are involved and valued. These principles guide the climate and culture. Staff and girls understand what these mean as well as the Foundational Pillars: Gender-Responsive, Trauma-Informed and Strength-Based.

Values and Guiding Principles

Honor the Female Spirit: Value and promote the female perspective by respecting its distinct needs, creating safe gender-responsive environments, and celebrating the female experience.

Act with Integrity and Positive Intent: We believe that all actions and decisions must be guided by the highest ethical principles, respecting the uniqueness of all involved and honoring the differences.

Focus on Strengths: Look to identify the strengths in our girls, their families, our team members and supporters. Using these strengths as our foundation, we build strong, confident, productive community participants.

Embrace Growth and Change: We believe that everyone is capable of remarkable growth, and only by encouraging change can individuals, organizations and society reach their full potential.

Value the Wisdom of Time: We understand that patience can be as powerful as immediate action, and each has its place. We value the discernment required for their effective use.

Exhibit Courage: We think courage is essential in making a difference, enabling us to speak for those who cannot, take risks to do what is right, deliver just and fair consequences and be accountable for our actions.

Seek Excellence: We strive for excellence in all we accomplish by holding true to our mission while consistently meeting high standards of performance, reflecting critically upon our accomplishments, seeking innovative solutions, and believing all things are possible.

Create Partnerships: We believe in developing effective partnerships and long-term relationships, by listening to our team members, the girls, their families and our communities, incorporating their input and involving them in our decision-making.

Invest in the Future: We place our faith in the long-term growth and development of our girls, staff, agency and communities, believing it is the best strategy for creating results that have lasting impact.

Pace Culture

Caring focuses on relationships and mutual trust with our pace girls. Work environments are warm, collaborative, and welcoming places where the girls and team members help and support one another. Support staff are united by loyalty; leaders emphasize sincerity, teamwork, and positive relationships.

Purpose is exemplified by idealism and altruism. Work environments are tolerant, compassionate places where team members work together to try and do good for the long term future of the world. Our girls are supported by team members that focus on sustainability and global communities; leaders emphasize shared ideals and contributing to a greater cause.

Learning is characterized by exploration, expansiveness, and creativity. Work environments are inventive and open-minded that encourages new ideas and explore alternatives. Team members are united by curiosity; leaders emphasize innovation, knowledge and adventure.

Results is characterized by achievement and winning. Work environments are outcome oriented and merit-based places where people aspire to achieve top performance. Team members are united by a drive for capability and success; leaders emphasize goal accomplishment.

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

The staff team at Pace Center for Girls are all chosen for their roles specifically based upon their credentials and their aptitude and ability to serve girls in a gender-responsive, trauma-informed, and strength-based environment. They are trained in a robust curriculum that includes behavior modification, classroom management, and cultural competence. Pace's culture is one of equity and inclusion and follows our guiding values and principles.

Parent engagement is a high priority for the success of the program. Staff work closely with parents/ caregivers as part of the girls care team to discuss progress academically, socially, and emotionally. Parent feedback is sought formally and informally to create a constant communication loop.

Girls are our most important stakeholder group. Their needs are continually assessed and their feedback is sought regularly. Program improvements are made on an ongoing basis to meet the needs of the girls.