

Volusia County Schools

# Pace Center For Girls



## 2021-22 Ungraded Schoolwide Improvement Plan

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## Pace Center For Girls

208 CENTRAL AVE, Ormond Beach, FL 32174

<http://www.pacecenter.org/locations/volusia-flagler>

### Demographics

**Principal: Sheila Jordan A**

Start Date for this Principal: 10/1/2020

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	DJJ
<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>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<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* Economically Disadvantaged Students*
<b>School Improvement Rating History</b>	2021-22: No Rating 2020-21: No Rating 2018-19: No Rating 2017-18: No Rating 2016-17: No Rating
<b>DJJ Accountability Rating</b>	2023-24: Commendable

### School Board Approval

This plan is pending approval by the Volusia 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.

Mission: Pace provides girls and young women an opportunity for a better future through education, counselling, training and advocacy.

Philosophy: 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.

#### Provide the school's vision statement.

Vision: Pace envisions 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 targets girls ages 11-17 years old who demonstrate at least three risk factors associated with increased likelihood of delinquency including academic failure and truancy, a history of trauma or abuse, high risk sexual activity, substance abuse, aggressive behavior, juvenile justice or protective services involvement, runaway history or family conflict. Pace helps girls set and attain personal and academic goals which focus on strengthening protective factors including building healthy relationships, developing positive coping strategies, reducing risky behaviors, improving school attendance and attaining educational goals. At the time of enrollment at Pace Volusia-Flagler, 80% of students were failing one or more classes; 56% had been suspended or expelled; and 13% had involvement with the juvenile justice system (2018-2019). 93% of students have academic risk factors, including low or failing FSA Reading scores.

At enrollment, students are assessed in math and reading using the Common and STAR Assessments. This information and a career survey are used to create an Individual Academic Plan with specific reading and math improvement goals. Students are reassessed every 8 to 12 weeks and plans are updated based on this data. Students meet bi-weekly with their Academic Advisor to review progress and establish personal academic goals. Academic Advisors monitor and discuss attendance, assignment completion, grades and work with students to determine strategies and incentives for academic achievement. Pace operates under contract with the Volusia County School Board to provide an alternative academic program for girls in grades 6 to 12. Pace utilizes Volusia County Schools curriculum, and courses are taught by District-approved certified teachers. Our Academic Team consists of five classroom teachers led by an Academic Manager. Classes are at or under a 1:14 teacher to student ratio. We are in session year-round, with 230 instructional days across the fall, spring and summer semesters. Most all classes are direct instruction; however, an on-line platform is utilized for high school credit achievement.

### 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
Jordan, Sheila	Executive Director	Provides administrative oversight of the program, including but not limited to: staffing, fiscal management, board of directors, Secures funding via grants, corporate and other sponsorships to ensure financial sustainability. Leads and maintains partnership with Volusia County Schools..
Beck, Scott	Academic Manager	Direct management of Instructional Staff (teachers, substitutes, and registrar). Ensures appropriate and timely documentation of student records (attendance, grades, report cards, transcripts, etc.). Creates and maintains student schedules and transcripts in FOCUS. Tracks student attendance and academic progress and communicates with counselor (and parents, as needed). Oversees student assessment process for Common, STAR, FSA and EOC testing.
Sagrani, Kerrie	Program Director	Oversight of Academic and Social Services Departments (supporting attendance and academic success). Direct supervisor of Academic Manager and Social Services Manager. Ensures accuracy of entrance data for each student, and maintains monthly data checks to ensure integrity on an ongoing basis. As a function of Social Services, leads incentive programs and ceremonies to inspire improved attendance and to celebrate success. Also ensures engagement and collaboration of external stakeholders to support each student's attendance and academic goals. Regularly monitors success toward goal.

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

**Demographic Information**

**Principal start date**

Thursday 10/1/2020, Sheila Jordan A

**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.**

2

**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	0	6	7	7	5	6	3	34	
Attendance below 90 percent	0	0	0	0	0	0	0	3	2	4	3	2	0	14	
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	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	4	4	0	3	1	12	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	2	4	3	0	3	2	14	
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	2	1	3	0	2	0	8	

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

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	0	5	6	6	5	6	3	31	
Attendance below 90 percent	0	0	0	0	0	0	0	4	6	3	3	5	3	24	
One or more suspensions	0	0	0	0	0	0	0	2	4	2	3	2	0	13	
Course failure in ELA	0	0	0	0	0	0	0	3	0	1	0	2	0	6	
Course failure in Math	0	0	0	0	0	0	0	3	4	1	1	0	0	9	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	4	3	1	3	1	12	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	4	3	1	3	2	14	

#### 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	3	5	2	2	4	2	18	

#### 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	1	1	1	0	0	0	3	
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	1	0	0	3	

## 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					52%	56%		51%	56%
ELA Learning Gains					49%	51%		47%	53%
ELA Lowest 25th Percentile					37%	42%		37%	44%
Math Achievement					48%	51%		49%	51%
Math Learning Gains					49%	48%		50%	48%
Math Lowest 25th Percentile					38%	45%		44%	45%
Science Achievement					76%	68%		71%	67%
Social Studies Achievement					69%	73%		66%	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
WHT	25			36							
FRL	19	31		20	31		15				
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	23
OVERALL Federal Index Below 41% All Students	YES

ESSA Federal Index	
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	116
Total Components for the Federal Index	5
Percent Tested	86%
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	31
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	23
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

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

#### Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Goal 1: Increase Engagement/Attendance (Subgroup: Economically Disadvantaged)

During the previous school year we aimed to increase attendance with an overall percentage of 95%

Progress was monitored by:

Daily Attendance Calls/Tracking

Targeted Case Management for girls and families

Success Plans with Individualized Counseling/Care Management/Incentives to address engagement/attendance concerns

Sidewalk Visits upon 3 consecutive unexcused absences

Weekly and Monthly Care Reviews/Staffing with focus on overall engagement

Goal 2: Focus on Graduation % (Subgroup: Economically Disadvantaged)

During the previous school year we aimed for 75% of economically disadvantaged seniors to graduate:

Progress was monitored by:

Academic Advisement/Progress Monitoring

## Reviewing Graduation Checklist Monthly Parent Meetings

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

Based on qualitative analysis no subgroups showed improvement.

**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?**

Based on qualitative and limited quantitative analysis engagement/attendance continues to be problematic.

Basis for conclusion pending further receipt and analysis of data.

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

Goal 1: Engagement/Attendance: Due to pandemic and girls working via ILE we observed that attendance continues to be a challenge. Data also shows a trend of lower attendance during the summer and in March when girls take Spring Break.

Goal 2: Focus on Graduation% Based on girls enrolled at graduation time we had a 100% success rate.

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

This is where we add the NEW pieces:

Although our math scores are below the 31%. Focusing on math wasn't sufficient, so we are adding 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.**

Ongoing professional development will continue to be provided via Pace Learns, Skill Pro, ongoing Inservice and CEU trainings. In addition internal trainings facilitated by our National Office team to include: Uniformed Behavioral Intervention Guide (UBIG) Review of Understanding our Girls training, Enhancing Professional Practice.

## 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.

The average student comes to Pace with attendance rates at their previous school significantly below 70%. Current students continue to struggle to attain attendance at 70%. Attendance is a critical need due to our students' need for face-to-face academic and social service support. The data reviewed includes student attendance records and monthly attendance reports from two database systems.

**Measurable Outcome:**

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

Increase average student attendance by 5% (from 70% in 2020-2021 to 75% in 2021-2022).

**Monitoring:**

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

Attendance taken during each class, and recorded in data systems for the school district (FOCUS) and Pace (Impacts). This data is compiled and reviewed monthly by student, and center-wide to measure progress toward the desired outcome.

**Person responsible for monitoring outcome:**

Kerrie Sagrani (kerrie.sagrani@pacecenter.org)

**Evidence-based Strategy:**

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

1. Recognition of students with an 80% attendance rate (or higher) quarterly
2. Perfect attendance recognition quarterly
3. Consistent monthly tracking of attendance and discussion at monthly parent/caregiver meetings
4. Collaboration with parent/caregiver on attendance-improvement strategies
5. Partnering with community stakeholders (external counselors/care providers) to increase attendance
6. Celebrating improved attendance

**Rationale for Evidence-based Strategy:**

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

For many of our students, positive recognition from peers and authority figures is a great motivator. Using attendance as an opportunity to highlight a student's progress/success builds her confidence, and inspires her to continue to improve. Additionally, it inspires her peers to strive for similar success. The collaboration of parents and other stakeholders is key to creating sustainable growth and change.

**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.

1. Teacher records daily student attendance with excused/unexcused in Focus
2. Registrar makes calls to parent/caregiver of all absent students
3. Registrar communicates all daily student absences to teachers and counselors
4. Upon third student absence with no response or engagement from family, Counselors makes a home visit to assess further
5. Advisor and Counselor tailor additional follow-up steps unique to each girl's needs and care plan
6. In the event that girl and family are not responsive to individualized care plan, a meeting is scheduled with the parents and any community partners engaged with the family.
7. Depending on the outcome of this meeting, girl may be referred to a more intensive placement or to Volusia County Schools Truancy
8. Support for implementation is provided collaboratively by the Pace Team.

9. Ongoing professional development will be provided for the Pace Team in parent and family engagement.

**Person Responsible**

Kerrie Sagrani (kerrie.sagrani@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. DJJ Components specifically relating to Common Assessment Reading****Area of Focus Description and Rationale:**

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

By increasing reading gains, students are better equipped for success in all academic areas. After collaborative review of Common Assessment data, and comparing to Star Assessment data, it was determined that our students are consistently below grade level in reading.

**Measurable Outcome:**

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

Increase Common Assessment ELA measures from 50% (in 2018-2019) to 55% (in 2021-2022).

**Monitoring:**

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

The Common Assessment is administered to all students upon program entry and exit. Results are maintained in a database, and monthly reports are generated to reflect student scores. Careful analysis of the results allows instructional staff to quickly pivot or improve upon instructional content.

**Person responsible for monitoring outcome:**

Scott Beck (scott.beck@pacecenter.org)

**Evidence-based Strategy:**

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

1. Using individual assessments to determine appropriate reading levels and instructional priorities.
2. Teachers delivering engaging lessons that are relevant to student learning needs.
3. Administer formative assessments to monitor teacher and instructional effectiveness.

**Rationale for Evidence-based Strategy:**

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

In previous years, reading instruction had been delivered via independent online courses. By using effective in-person instruction that is planned and standards-based, student growth should follow.

**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.

1. Administer Common Assessment upon entry and exit, in compliance with DJJ guidelines.
2. Monthly data reports are provided by Pace Compliance team.
3. Results of reports are analyzed to determine if instructional strategies need to be adjusted.
4. Ongoing professional development provided to instructional staff on evidence-based reading resources.

**Person Responsible**

Scott Beck (scott.beck@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. DJJ Components specifically relating to Graduation****Area of Focus Description and Rationale:**

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

Upon enrollment at Pace, 80% of students were failing one or more classes. High school course completion is essential in order to graduate and continue on to employment, vocational training or higher education. Without a high school diploma, many students would be unable to support themselves and their families.

**Measurable Outcome:**

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

Increase the course completion rate for students in grades 9-12 from 91% (2020-2021) to 95% (2021-2022)

**Monitoring:**

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

Student grades (and course completion) are recorded and tracked in FOCUS throughout each semester. Student progress in each course is monitored and discussed bi-weekly with her Academic Advisor and monthly with her care team. Completed high school courses result in credit awarded to the student. This success is recorded in Pace Impacts and on the student's transcript. Academic Manager monitors student course progression each semester to ensure completion and fulfillment requirements for grade promotion.

**Person responsible for monitoring outcome:**

Scott Beck (scott.beck@pacecenter.org)

**Evidence-based Strategy:**

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

1. Identify current academic needs by reviewing EWS data for each student.
2. Utilizing differentiated instruction to support individual student academic gains
3. Ongoing assessment of reading and math learning gains via the STAR assessment
4. Examine student outcomes and needs to determine next steps

**Rationale for Evidence-based Strategy:**

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

EWS data helps to identify students that are at risk for not graduating. By identifying them as early as possible, we are able to mitigate their risk factors, and help them graduate. We will provide guided intervention strategies, including instruction differentiation. Regular STAR testing will provide ongoing assessment of student progress, and opportunities to recognize the student.

**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.

1. Identify current academic needs by reviewing EWS data for each student.
2. Utilizing differentiated instruction to support individual student academic gains
3. Ongoing assessment of reading and math learning gains via the STAR assessment
4. Examine student outcomes and needs to determine next steps.
5. Support for implementation will be provided by all teachers, counselors, academic advisors and other staff, in a collaborative and individualized manner.
6. Ongoing professional learning provided as the need arises. Specific professional learning will be provided on the advocacy process.

**Person Responsible**

Scott Beck (scott.beck@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 Volusia-Flagler creates a positive school culture and environment by making every effort to recruit, onboarding, train, support and retain skilled, certified, and committed team members. We are sensitive to the timing sensitivities (for the prospective team member and for center staffing patterns) involved in this process, and strive to complete our staffing processes as efficiently as possible. Team members participate in ongoing trainings to further their knowledge and skillset which focus on Pace's Foundational Pillars (Gender Responsive/Trauma Informed/Strength Based). In addition, activities/trainings on effective strategies for increasing learning gains and social emotional intelligence/skills in girls are required ongoing, as well as role-specific strategies (for academic, counseling, and other staff).

As girls respond to individualized care plans, interventions, additional support, and referrals; success is celebrated at each stage of change. Examples of celebrations include individualized, incentives (daily, weekly, monthly as needed), monthly Growth and Change/Award ceremonies, Spirit Weeks and other extracurricular activities that promote positive relationships/rapport building. Other types of recognition such as an opportunity to join the Girls Leadership Counsel who collaborate with the Pace team to set and maintain a safe, positive, and transformational environment within the center.

Our Center and classrooms are decorated with bulletin boards that are changed regularly (at least once per semester) with encouraging messages (usually with at least one having an interactive feature) that allows students to share their ideas for healthy coping, fun, reflection, gratitude or other strategies.

Another strategy our Center uses for building a positive school environment is keeping parents engaged and involved in what is happening in the Center. Once per semester, our Executive Director hosts a meeting with parents that serves as an "Orientation" (for new families) and a semester overview (for continuing families). This allows parents to get an opportunity to get questions answered after their girl has had a couple of weeks of experience at Pace (or in the semester). It also allows for parents to be briefed on

expectations, incentives, rewards and opportunities, so that they can also help inspire their girl to strive for success.

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

Stakeholders are essential to ensuring the Pace program is a success and continues to evolve as the needs of girls and families vary over time.

Both the girls and their family members participate in anonymous surveys to share feedback on what is working well and suggestions for improvement. In addition, girls and their caretakers are educated on client rights, related policies/procedures, and the grievance procedure to ensure they are provided with an opportunity to utilize their voice further if the need arises.

The Pace team is provided with the tools, ongoing training and support needed to create a nurturing, inspiring and positively challenging climate. In addition, ethical and legal policies are in place to utilize if needed.

Community partners are provided with opportunities to tour the facility (virtual if needed due to pandemic), attend Pace community events, access publicly published reports regarding quality assurance, licensing and other matters related to ensuring a positive culture/environment is provided. These collaborations, partnerships and oversight ensures Pace is a program in which quality services are provided to positively impact a girl's overall experience at Pace and future life trajectory.

Specific stakeholder roles include:

**Board members** – In addition to serving as advocates for the organization's overall mission, Board members also leverage their networks or connections to engage individuals and resources that positively impact the center culture and environment. These include bringing local "big name" guests to engage with the girls, generating donations of "big ticket" items as incentive or graduation gifts for students, and regular engagement with students (via center tours, in-person or virtual) to serve as corporate leaders invested in the girls' success.

**Local nonprofit and civic organizations** – Partnerships with these organizations provide a variety of opportunities for all parties concerned. For Pace and our girls, the biggest benefits to our positive culture are that our girls are able provide community service to and with many of these organizations. This is so important because it builds the girl's confidence, and reinforces the lesson that she has skills and abilities that can be a resource to serving others who are less fortunate. Exposure to these organizations also educates the girls about the myriad of resources that are available in the community.

**Funding partners** – In addition to providing the funds that help sustain our overall programming, we engage our funding partners to visit our center as volunteers, and to tour the center, so that they have opportunities to get to know the girls. These opportunities expose the girls to a diverse array of people who often are able to share their stories, which inspire the girls. Often these partners educate girls about prospective career ideas that the girls were not aware of.