Pace Center For Girls

2021-22 Ungraded Schoolwide Improvement Plan

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Pace Center For Girls

3612 W EDUCATIONAL PATH, Lecanto, FL 34461

www.pacecenter.org /locations/citrus

Demographics

Principal: Carole Savage

Start Date for this Principal: 7/12/2021

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	2021-22: No Rating 2020-21: No Rating 2018-19: No Rating 2017-18: No Rating 2016-17: No Rating
DJJ Accountability Rating	2023-24: Acceptable

School Board Approval

This plan is pending approval by the Citrus 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.

When a girl enters our program we identify risk factors that are associated with their lived experiences. This includes victimization, prior suspensions/expulsions, learning disabilities or course failures, anti-social behaviors and relationships, family instability, and health risks. These risk factors play into girls' experiences with trauma, identified by adverse childhood experiences. Pace provides a gender-responsive, trauma informed, and strength-based services to create protective factors to support our girls.

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
Savage, Carole	Principal	Responsible for the leadership, direction and long-term viability of a gender responsive prevention and intervention program that serves at-risk girls. In partnership with the Board of Directors, lead the strategic planning process, formulate the agency's vision and strategic direction, initiate growth and management strategies, and approve all major financial management and donor acquisition initiatives. Provide leadership to staff and oversee gender-responsive program design and delivery based on current research and ensure the effective collection and analysis of data to drive decision-making.
Hughley-Thompson, Brittney	Behavior Specialist	This position is responsible for working with minimal supervision from Executive Director or Program Director to manage the social service staff and provide administrative control of day-to-day crisis and case management
Alexander, Tiarra	Administrative Support	This position is responsible for the development and execution of administrative, programmatic and community responsibilities for outreach and community education (OCE). Serves as the lead contact for community education programs, volunteer recruitment and coordination. Facilitates public awareness activities, volunteer training, and community education presentations throughout the county. Outreach and Community Education activities include, but are not limited to: marketing and public relations, events, internet and social media communications, and cultivation of new volunteers and organizations to assist our program needs.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Monday 7/12/2021, Carole Savage

Number of teachers with professional teaching certificates?
2

Number of teachers with temporary teaching certificates?
3

Total number of teacher positions allocated to the school.
5

Total number of students enrolled at the school.
40

Identify the number of instructional staff who left the school during the 2020-21 school year.
3

Identify the number of instructional staff who joined the school during the 2021-22 school year.
1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	1	8	6	4	6	9	6	40
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	0	1	0	2
One or more suspensions	0	0	0	0	0	0	0	4	2	1	0	1	1	9
Course failure in ELA	0	0	0	0	0	0	0	1	2	1	1	0	1	6
Course failure in Math	0	0	0	0	0	0	1	2	3	2	4	7	5	24
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	2	2	2	3	5	0	15
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	3	2	1	2	6	4	18
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	1	4	3	3	3	6	5	25

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	0	0	0	0	0	0	

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	7	13	13	18	15	13	2	81
Attendance below 90 percent	0	0	0	0	0	0	7	11	10	15	10	8	2	63
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	6	9	6	12	4	8	2	47
Course failure in Math	0	0	0	0	0	0	4	10	5	7	4	6	2	38
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					57%	56%		51%	56%
ELA Learning Gains					53%	51%		48%	53%
ELA Lowest 25th Percentile					41%	42%		38%	44%
Math Achievement					56%	51%		53%	51%
Math Learning Gains					39%	48%		48%	48%
Math Lowest 25th Percentile					40%	45%		42%	45%
Science Achievement					80%	68%		65%	67%
Social Studies Achievement					79%	73%		73%	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	18	36									
FRL	14	33									
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	16
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	47
Total Components for the Federal Index	3
Percent Tested	81%

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	27
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	16
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?

During the mid-year review, we recognized that writing was an area of focus that was all inclusive (subgroups) was not attainable. Therefore, our SIP focus shifted from attendance to the subgroup of economically disadvantaged girls scoring level one on math FSA. The new focus area was to reduce the number of girls scoring on a level 1 of Math FSA from 60% to 40%. Progress was monitored by administering the STAR test every 12 weeks to identify math gains.

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

The data component that showed the most improvement was our 8th graders with 87.5% improving from a level 1 to level 2. This was accomplished by using visual representations of mathematical ideas throughout the center to increase abstract reasoning.

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 greatest need of improvement is with our 6th graders; only twenty five percent of the 6th grade girls increased their score from a level 1 to a level 2. Starting in the Spring, attendance rates with our 6th grade population fell by an average of 20%. Therefore, a majority of girls were not introduced to nor able to utilize mathematical strategies to increase their scores from a level 1 to level 2.

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

Trends demonstrated that girls were not consistently engaged in course work and were impacted by teacher turnover throughout the year.

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

Cross-curricular mathematic lessons will regularly be accompanied by visual representations and aids. Use of the same strategies throughout the center will assist in ensuring a deeper engagement and understanding of mathematical application.

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.

All team members, including teachers, will participate in "Creating a Culture for Learning: Teaching Across the Curriculum Strategies for Math and ELA" training.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our area of focus is to increase the amount of 8th grade girls who pass math class. As with all learning environments, there is flux in the engagement of the girls. However, there appears to be a larger loss of engagement during the past academic year that has caused our girls to fail at least one math class during the academic year. Therefore, we are going to focus on adding additional evidence-based strategies that will increase engagement to assist in math class passage rate.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase the number of 8th grade girls math class passage rate from 23.1% to 30%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Girls will complete the math STAR test to be converted to the math FSA equivalent. This will demonstrate the math FSA trends for each girl, each subgroup (grade), and middle schoolers as a whole. Course assignments quarterly STAR testing
Person responsible for monitoring outcome:	Carole Savage (savagec@citrusschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Response to Intervention (RtI) for Elementary and Middle Schools: Recommendation #5: Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas. 1. Mathematics and cross-curricular lessons will regularly be accompanied by visual representations and aids such as number lines, arrays and strip diagrams. Students will have open access to request visual aids in the classroom, and aids will be built into lesson on at least a weekly basis. 2. If visuals are not sufficient for developing accurate abstract thought and answers, teachers will use concrete manipulatives first. ("Use of manipulatives with older students should be expeditious because the goal is to move toward understanding of—and facility with—visual representations, and finally, to the abstract.") 3."Conduct a survey to identify types of visual representation that the girls would find useful in understanding mathematics." Recommendation #6: Devote 10 minutes in each session to building fluent retrieval of basic arithmetic facts using technology, flash cards, and other materials for extensive practice.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Strategies 5 and 6 of the Response to Intervention for Elementary and Middle Schools are both listed as having moderate levels of evidence. visual representations and manipulatives may lead to statistically significant or substantively important positive gain. According to Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools, studies suggests that coupling fact fluency (RtI 6)

with another intervention has been an influential factor in improving students' operational abilities.

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.

Conduct a survey to identify types of visual representation that the girls would find useful in understanding mathematics.

Person Responsible	Carole Savage (savagec@citrusschools.org)

Conduct STAR testing every 12 weeks and review trends by subgroup. Determin need to adjust or add interventions based on level of improvement of girl's scores.

Person Responsible	Carole Savage (savagec@citrusschools.org)

Obtain and review FSA scores to determine overall effectiveness.

Person Responsible	Carole Savage (savagec@citrusschools.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 Student Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on attendance rates, 81.84% of economically disadvantaged girls enrolled during the 2021-2021 academic year had attendance rates below ninety percent. Ninety one percent of the economically disadvantaged girls with less than ninety percent attendance failed and English Language Arts class during the academic year; 75.5% failed a math course. Therefore, our critical focus area of need is to increase academic improvement by enhancing engagement demonstrated by an increase in attendance.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase the number of economically disadvantaged girls with 90% attendance rate from 18.16% to 23%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Pace Center for Girls has an electronic records system in which daily attendance is collected per girl each day. Our team will review attendance rate data in monthly team meetings to ensure the effectiveness of strategies implemented. Review of report cards will also be used to track a girl's projected completion grade at the end of the academic year.
Person responsible for monitoring outcome:	Carole Savage (savagec@citrusschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	What Works Clearinghouse Preventing Dropout in Secondary Schools Recommendation #3 1. Provide individual or small group support in test-taking skills, study skills, or targeted subject areas
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	What Works Clearinghouse reports that providing academic supports helps improve academic performance and re-engage students in school.

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.

Collect current attendance rates of each girl using the electronic records system and identify which economically disadvantaged girls are below 90%.

Person Responsible	Carole Savage (savagec@citrusschools.org)

Provide small group learning opportunities during math and ELA classes minimally once per week

Person Responsible	Carole Savage (savagec@citrusschools.org)

Provide bi-monthly seminar or instruction to economically disadvantaged students regarding the use of study guides and other study skills such as Cornell Notes.

Person Responsible	Carole Savage (savagec@citrusschools.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 Center for Girls, Citrus is built upon positive school culture and environment with the three founding pillars as a model from which to grow: Strength-Based, Trauma-Informed, Gender-Responsive. Education and social services are all conducted from these three foundational guidelines. Girls and staff are trained in the pillars and they permeate throughout the program in its entirety. Stakeholders are invited to regular communication through regular letters out from the center as well as invitations to join the board for the school.

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

Staff, teachers, students, and parents play a role in promoting a positive culture and environment at the school by cultivating the existing culture. Staff and teachers are tasked with upholding the standard of behavior using the Values and Guiding Principles as well as our Growth and Change behavior modification system.