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Pace Center For Girls

728 GEAR LAKE AVE, Orlando, FL 32803

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

Demographics

Principal: William Tovine

Start Date for this Principal: 7/27/2021

2019-20 Status (per MSID File)	Active
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)	93%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students*
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways to lead our students to success

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

Provide the school's vision statement.

To ensure every student has a promising and successful future.

To be the top producer of successful students in the nation, while finding the great in every girl.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Johnson, Rosene	Executive Director	Manage and oversee programming and fiscal responsibility for the Center in line with Pace National, DJJ and DOE guidelines.
Tovine, William		Alternative Education Principal and lead for Orange County Public Schools
Proctor, Amber	Academic Manager	Oversight and management of daily academic programs and operations for the Pace Orange Center.

Demographic Information

Principal start date

Tuesday 7/27/2021, William Tovine

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

0

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

0

Total number of teacher positions allocated to the school

5

Total number of students enrolled at the school

50

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

6

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

5

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	4	11	4	10	8	7	44
Attendance below 90 percent	0	0	0	0	0	0	0	3	11	3	9	8	5	39
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	2	11	3	9	8	5	38

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 7/27/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	4	8	5	12	10	39
Attendance below 90 percent	0	0	0	0	0	0	0	0	4	7	3	12	9	35
One or more suspensions	0	0	0	0	0	0	0	0	2	1	1	2	0	6
Course failure in ELA	0	0	0	0	0	0	0	0	4	4	2	9	7	26
Course failure in Math	0	0	0	0	0	0	0	0	1	5	2	11	6	25
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	2	1	1	0	3	7
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	2	2	1	2	7

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	4	7	2	12	8	33

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	4	8	5	12	10	39
Attendance below 90 percent	0	0	0	0	0	0	0	0	4	7	3	12	9	35
One or more suspensions	0	0	0	0	0	0	0	0	2	1	1	2	0	6
Course failure in ELA	0	0	0	0	0	0	0	0	4	4	2	9	7	26
Course failure in Math	0	0	0	0	0	0	0	0	1	5	2	11	6	25
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	2	1	1	0	3	7
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	2	2	1	2	7

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	4	7	2	12	8	33

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					55%	56%		54%	56%
ELA Learning Gains					53%	51%		51%	53%
ELA Lowest 25th Percentile					40%	42%		40%	44%
Math Achievement					43%	51%		49%	51%
Math Learning Gains					49%	48%		44%	48%
Math Lowest 25th Percentile					46%	45%		39%	45%
Science Achievement					70%	68%		66%	67%
Social Studies Achievement					73%	73%		69%	71%

Grade Level Data Review - State Assessments

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

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

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

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

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

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

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

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

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

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

Subgroup Data Review

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

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

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	5
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	10
Total Components for the Federal Index	2
Percent Tested	78%

Subgroup Data

Students With Disabilities

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

English Language Learners

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

Native American Students

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

Asian Students

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

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

Analysis

Data Analysis

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

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

The trends emerging across grade levels include low attendance, course failure in ELA and Math. These trends stand out particularly due to the challenges experienced from all educational institutions due to the pandemic. Other contributing factors include transportation, mental health challenges and lack of parental support.

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

The data components demonstrate the greatest need for improvement include attendance and improving course improvement in ELA and Math. Reviewing the grades, these are also grades with several students with very low attendance. A positive correlation between attendance and the student assessment scores can be deduced.

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

The contributing factors to this need for improvement include transportation, limited access to district curriculum and resources and limited staffing. Due to the pandemic, we were not assigned an instructional assistant specifically to support our students needing the most intervention. Transportation continues to be a challenge for our students as a primary mode of daily transportation is not provided for the students. Parents are required to transport their students, however during the pandemic limited routes, additional needs for PPE and costs became barriers for our families.

To improve a dedicated instructional assistant is highly encouraged to provide greater support for students in need. Previous data showcased a much higher rate of course promotion in ELA and Math (almost 15% higher) when a dedicated IA was assigned to support.

We will need to partner with a transportation service to ensure daily transportation for our students to help minimize barriers.

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

Most of the assessments showcased either lateral or a decline in student progress. We attribute a great deal of this to the additional virtual learning methods adopted for health and safety reasons due to the pandemic.

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

n/a

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

Strategies to accelerate learning include providing our girls opportunities to apply their classroom learning to real life experiences through career and job shadow experiences. We will also enhance our attendance incentives and supports from transportation, home visits and tiered mental health interventions to engage our students in greater attendance and engagement.

Finally, we will work to enhance greater creativity in the classroom by working more closely with our district to ensure that all teachers have access to digital curriculum and resources.

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.

Professional development opportunities will be provided by our mental health team in regard to supports for specific diagnoses, behavior modification interventions and social and emotional strategies in the classrooms.

Opportunities will also include a specific training titled, "Understanding Our Girls" which will help

identify targeted approaches to better meet the needs of our unique demographics.

Teachers will also have the opportunities to participate in trainings provided through OCPS in Canvas. These subject specific trainings will help support our teachers improve their curriculum knowledge and delivery.

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

n/a

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on previous year school data, 88% of students demonstrate an attendance below 90 percent. This data is derived from weekly attendance data entered into Pace Impacts, Pace's student data management system. On a monthly basis, specific key performance indicators (KPI's) including attendance rates are calculated by the organization's national Enterprise Information Services team and distributed to organizational management staff. Pace Orange has consistently showcased low attendance values the past two years. Rationale: To improve graduation rates and in order for the students to fully benefit from the comprehensive academic and social services provided within the program, student attendance must improve dramatically. Based on prior year data, it is determined that additional strategies and interventions are needed to increase student attendance on a daily basis.

Measurable Outcome: For the 2021-2022 school year, the percentage of students at Pace demonstrating attendance below 90% will decrease 10% (from 88% to 78%).

Monitoring: Monitoring for this area of focus will include weekly reports from our Pace Impacts system along with correlation from the Skyward attendance system. We will also monitor this area of focus via our daily classroom attendance and highlight intervention for girls tardy or absent their first class periods to ensure greater daily attendance.

Person responsible for monitoring outcome: Amber Proctor (amber.proctor@pacecenter.org)

The Trans theoretical Model of Behavior Change describes the change process for each girl in all programs. Research shows that girls go through a series of stages when modifying behavior. Assessing the stage of change for each girl is an essential on-going process, so that programming and interventions can be individualized appropriately according to the stage of change. The stages of change, which can occur in any fluid order, allow the girl the ability to develop intrinsic motivation to change her behavior in a supportive and nurturing environment.

Evidence-based Strategy: Within the classroom, these strategies will include individualized instruction, project-based learning opportunities to increase student engagement, and multi-tiered learning approaches to support sensory learning needs of students and social emotional regulation. In addition, Pace provides a small group environment to focus on individual needs more readily and consistently. This model is the core of Pace programming based on Prochaska and DiClemente.

Rationale for Evidence- Specifically this model reinforces working with each girl individually to address barriers and opportunities to behavior modification, including increasing school attendance. Our counseling staff use this model as the basis for social emotional goal plans for each girl that address barriers in

based Strategy: these domains. Similarly, each girl is assigned an academic advisor whom is responsible for developing academic goals for each girl. These academic goals will include goals for attendance that will help support further academic progress.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

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.

- Increasing parental awareness of school events/initiatives through various media, for example, notices sent home with students, telephone contact, email, and notices mailed
- Creating a more flexible meeting schedule for parent conferences in order to work around parent work schedules and other conflicts
- Increasing teacher communication with parents regarding behavior, academic strengths, and areas for improvement.

As part of the Pace program, we provide monthly parent contact meetings with the girl's counselor where we discuss the growth and progress of the girl in accordance to her goal plan. These meeting are required for parents each month. We have also planned to incorporate quarterly parent/teacher meetings. We have also incorporated parent townhall meetings that are virtual and flexible for parents to attend on a monthly basis. These meetings serve as a way to keep parents informed of changes occurring as a result of COVID-19 policies and practices.

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

The stakeholders in promoting a positive culture and environment include our teachers and counseling team by providing direct services to the girls and their parents.

Our administration staff has a distinct role in maintaining processes and ensuring adequate communication with our girls and parents.

Our girls have a huge role in promoting a positive culture through adopting our behavior modification programs, and supporting their fellow students in participating in our strengths-based culture.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
Total:			\$0.00