

Polk County Public Schools

Pace Center For Girls



2021-22 Schoolwide Improvement Plan

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Pace Center For Girls

213 TYLER AVE, Lakeland, FL 33801

[no web address on file]

Demographics

Principal: Ricky Wiggs

Start Date for this Principal: 12/19/2016

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)	100%
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	Southwest
Regional Executive Director	
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 Polk 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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Pace Center For Girls

213 TYLER AVE, Lakeland, FL 33801

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

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.

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
Hill, Margaret	Program Director	Program Director, Pace Center for Girls
Carpenter, Kathy	Academic Manager	
Katzman, Ellen	Executive Director	
Brown, Michelle	Social Services Manager	
Solano, Deborah	Reach Manager	

Demographic Information

Principal start date

Monday 12/19/2016, Ricky Wiggs

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.*

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.*

Total number of teacher positions allocated to the school

5

Total number of students enrolled at the school

60

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.

4

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	11	8	12	16	9	1	59
Attendance below 90 percent	0	0	0	0	0	0	2	9	6	9	11	6	1	44
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	1	2	1	2	2	2	1	11
Course failure in Math	0	0	0	0	0	0	0	3	0	1	2	2	1	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	2	4	4	9	3	2	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	3	5	4	7	1	2	22
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	0	1	0	1	0	3

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	11	8	12	16	9	1	59

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	2	0	2
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

Tuesday 7/13/2021

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	1	9	12	9	15	9	4	59
Attendance below 90 percent	0	0	0	0	0	0	1	6	6	9	11	8	2	43
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 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide 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	

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	1	9	12	9	15	9	4	59
Attendance below 90 percent	0	0	0	0	0	0	1	6	6	9	11	8	2	43
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 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide 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	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					47%	56%		46%	56%
ELA Learning Gains					46%	51%		47%	53%
ELA Lowest 25th Percentile					37%	42%		39%	44%
Math Achievement					43%	51%		44%	51%
Math Learning Gains					45%	48%		42%	48%
Math Lowest 25th Percentile					44%	45%		38%	45%
Science Achievement					58%	68%		65%	67%
Social Studies Achievement					61%	73%		63%	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.

STAR

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	50	66
	Economically Disadvantaged	0	0	66
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	50	100
	Economically Disadvantaged	0	50	100
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	100	87.5	100
	Economically Disadvantaged	62.5	100	100
	Students With Disabilities	0	100	0
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	100	100	100
	Economically Disadvantaged	100	100	100
	Students With Disabilities	50	100	100
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	66.7	80	72.7
	Economically Disadvantaged	50	83.3	80
	Students With Disabilities	0	66.7	0
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	63.6	60	81.8
	Economically Disadvantaged	80	83.3	71
	Students With Disabilities	0	33.3	50
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	100	90	92.8
	Economically Disadvantaged	100	85.7	100
	Students With Disabilities	100	0	100
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	77.8	60	78.6
	Economically Disadvantaged	80	50	100
	Students With Disabilities	0	na	100
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	80	75	69.2
	Economically Disadvantaged	67	42.9	70
	Students With Disabilities	100	100	50
	English Language Learners	na	na	na
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	80	75	61.5
	Economically Disadvantaged	60	100	70
	Students With Disabilities	50	100	50
	English Language Learners	na	na	na
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	60	87.5	75
	Economically Disadvantaged	100	71	80
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	100	87.5	37.5
	Economically Disadvantaged	100	100	40
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
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				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	100	66.7	100
	Economically Disadvantaged	100	100	100
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	66.7	100	66.7
	Economically Disadvantaged	50	50	100
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	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
FRL	15	9									

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	18	50			20						
FRL	15	47			36						
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	11
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	53
Total Components for the Federal Index	5
Percent Tested	70%

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	8
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.

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

Data reflects that our students have increased performance in reading and math, however, many of our girls are not at grade level. This seems to be a result of issues with trauma and attendance.

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

Data reflects that our overall student population would benefit from increasing reading and math skills. When we reviewed our statistics the contributing factor could have been a high number of students having attendance issues and having experienced significant trauma.

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

Our data reflected that our math component had the largest gap compared to the state average. The contributing factor could be the changes in math teachers over the last year as well as girls lack of confidence with mathematical concepts.

We are currently in the process of hiring a qualified math teacher whom we feel will be a long-term and successful solution to this issue.

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

N/A

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

Reflecting on the data math and reading are our biggest areas of concern. We have worked very hard in identifying a math teacher whom we believe will be highly effective. Also, an increase of mathematical software for girls has and will be beneficial.

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

Increased attendance, an increase in mathematical software usage, recruitment of math tutors, minimum of biweekly academic advising and a minimum of biweekly counseling.

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.

Teachers will be provided with all Pace professional development which will have a focus on trauma informed care, counseling, teaching strategies and many more related areas. Academic manager will be providing professional development opportunities and coaching. Also, teachers will have access to all district professional development.

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

Hiring a certified math teacher

Encouraging students to participate in testing

Motivating students to want to be successful through counseling, incentives, etc

Increase attendance
 Recruitment of math tutors

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	Many of our teachers do not have years of experience in the classroom. That compounded with the fact that teachers teach multiple classes during one class period complicates effective teaching strategies. To increase teacher effectiveness, opportunities will be provided to increase teacher knowledge in this environment.
Measurable Outcome:	Small group instruction professional development will be provided once a quarter throughout the year. STAR test scores will increase by 25 points in Math and Reading for 70% of our girls by June 30, 2022.
Monitoring:	Monitoring will be done through analysis of test scores and teacher evaluations. Records will be maintained on personal development opportunities.
Person responsible for monitoring outcome:	Kathy Carpenter (kathy.carpenter@pacecenter.org)
Evidence-based Strategy:	Analysis of Reading and Math progress monitoring scores every 12 weeks Monthly meetings/coaching with the Academic Manager Small group instruction Focused professional development
Rationale for Evidence-based Strategy:	This will clearly indicate the success of applied strategies.

Action Steps to Implement

Academic manager will facilitate development on the identified topic for teachers on a quarterly basis.
 Teachers will utilize and track Pace and PCSB trainings which are about or include topics on small group instruction.

Person Responsible Kathy Carpenter (kathy.carpenter@pacecenter.org)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus
Description and Rationale: The goal is to increase Common Assessment Math scores throughout the population.

Measurable Outcome: 70% of girls in the program 90+ days, will improve scores from their entrance Common Assessment to their exit Common Assessment Math by June 30th, 2022.

Monitoring: It will be monitored through academic advising, STAR progress monitoring and overall grades.

Person responsible for monitoring outcome: Kathy Carpenter (kathy.carpenter@pacecenter.org)

Evidence-based Strategy: New certified Math teacher in the classroom
 Math with Art classes once a week
 Tutoring
 Increased software for girls to utilize
 Scores will be monitored through documentation and a Data Analysis form utilized by the academic team.

Rationale for Evidence-based Strategy: The majority of girls at Pace struggle with math and do not have confidence in their math skills. The objective is to increase knowledge and confidence to assure greater academic success and, hence, employment opportunities.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Culture & Environment specifically relating to Community Involvement

Area of Focus Description and Rationale: By interacting with the community, girls will expand their knowledge of vocational options while also meeting and networking with community members thereby enhancing social skills and opportunities.

Measurable Outcome: 70% of girls will participate in a community volunteer project each quarter throughout the 2021-2022 school year.

Monitoring: Volunteering will be documented and monitored through the Pace Impacts documentation system.

Person responsible for monitoring outcome: Michelle Brown (michelle.brown@pacecenter.org)

Evidence-based Strategy: A variety of community organizations will be involved (creativity on how this will be implemented based on needs due to COVID-19) which will provide girls with an expanded view of what community resources are available in Polk County. Girls will learn about organizations missions and role in the community prior to participation. If willing, leaders from these community organizations will speak to girls around the time of the activity. Staff will work with girls to develop social skills needed to interact with community members.

Rationale for Evidence-based Strategy: To increase awareness, opportunities and skills. Community partnerships will be utilized to obtain this goal.

Action Steps to Implement

Counselors will track and document community volunteer participation to ensure girls receive this opportunity on a quarterly basis.

Person Responsible Michelle Brown (michelle.brown@pacecenter.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safe-schools-for-alex.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.

Pace Polk will work to increase girls' skills so that they have the ability to resolve issues in an appropriate manner. Behavior will be monitored through documentation, weekly Care Review meetings, and biweekly meetings with their academic advisors and counselors.

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.

At Pace Center for Girls we honor the female spirit through ensuring the rights of girls served in our program. Having a thorough understanding about the rights of girls when receiving services is centered while strengthening the core and is in alignment with our culture standards of caring, learning, purpose and results.

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

Staff-providing the education, emotional support and ambiance for our girls.
 Students-participate by supporting our values and principles to make the culture sustainable.
 Board members-provide various school supplies to our students throughout the year. Thelso provide holiday gifts for the girls.
 School board-provide funds to allow Pace to academic resources for the girls
 DJJ-provide funds as well.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Community Involvement	\$0.00
Total:			\$0.00