
Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	13
R.A.I.S.E	0
Positive Culture & Environment	0

Pace Center For Girls

1933 E HILLSBOROUGH AVE, STE 300, Tampa, FL 33610

[no web address on file]

Demographics

Principal: Cornelius Bobo

Start Date for this Principal: 6/13/2020

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	DJJ
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students*
School Improvement Rating History	2021-22: No Rating 2020-21: No Rating 2018-19: No Rating 2017-18: No Rating 2016-17: No Rating
DJJ Accountability Rating	2023-24: Commendable

School Board Approval

This plan is pending approval by the Hillsborough 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, counseling, 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

A world where all girls and young women have POWER, in a JUST and EQUITABLE society.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Pace Center for Girls serves middle and high school girls between the ages of 11 and 18. The Pace model supports social, emotional and academic success in a holistic, strength-based environment; the model is designed to improve mental and physical health and well-being, self-efficacy and self-advocacy and to promote academic success amongst girls who have experienced significant past trauma, preparing them to lead self-sufficient, productive and engaging lives.

Academic instruction is delivered through a hybrid approach of direct instruction and the online platform Edgenuity. Classroom size is limited to 14 girls allowing for the individualized attention needed by each girl.

Social and emotional needs are addressed through bi-weekly individual counseling, crisis management, goal setting and skill building.

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
Bobo, Cornelius	Principal	<p>The Principal, directs and coordinates educational, administrative, and counseling activities of a public High School site. The Principal demonstrates the Florida Principal Standards, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance to state, national, and school board standards.</p> <p>Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives. Administers and develops educational programs for students with mental or physical disabilities. Confers with teachers, students, and parents concerning educational and behavioral problems in school.</p> <p>Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. Requisitions and allocates supplies, equipment, and instructional material as needed. Directs preparation of class schedules, cumulative records, and attendance reports.</p> <p>Walks about school building and property to monitor safety and security. Plans and monitors school budget.</p> <p>Plans for and directs building maintenance.</p>

Lerebours, Davia	Other	Responsible for the contractual compliance and fiscal stability of the program
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Judge, Lynette	Attendance/ Social Work	<p>Provide a variety of professional services which foster students' physical, social, emotional, and academic growth. They promote and support the educational process by meeting the individual needs of students and families within the community. These services include providing crisis intervention and counseling, strengthening and supporting parent and family involvement, planning and developing school-based interventions with educators, engaging community resources, and assessing the need for special services. School social workers are often involved in helping students and their families with learning, behavior, and/or attendance concerns while strengthening home, school, and community partnerships.</p>
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Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

PACE Center for Girls Florida

Demographic Information

Principal start date

Saturday 6/13/2020, Cornelius Bobo

Number of teachers with professional teaching certificates?

3

Number of teachers with temporary teaching certificates?

2

Total number of teacher positions allocated to the school.

6

Total number of students enrolled at the school.

67

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.

2

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	1	2	2	5	17	8	19	54
Attendance below 90 percent	0	0	0	0	0	0	1	1	0	2	7	5	10	26
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	2	0	3	10	2	0	0	17
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	2	0	3	0	0	0	0	5
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	0	1	1	1	0	0	4

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	1	0	1	2	0	3	7

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	1	0	0	0	0	0	2	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	1	0	2	6

Date this data was collected or last updated

Monday 8/16/2021

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	4	7	11	21	14	30	18	105
Attendance below 90 percent	0	0	0	0	0	0	4	7	7	17	14	29	18	96
One or more suspensions	0	0	0	0	0	0	2	1	1	7	2	1	1	15
Course failure in ELA	0	0	0	0	0	0	1	2	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	0	2	0	0	1	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	1	2	8	2	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	1	0	2	0	0	0	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	5	9	13	25	14	26	10	102

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	1	1	1	0	0	0	4	7
Students retained two or more times	0	0	0	0	0	0	1	2	0	3	2	1	2	11

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					56%	56%		54%	56%
ELA Learning Gains					54%	51%		53%	53%
ELA Lowest 25th Percentile					41%	42%		43%	44%
Math Achievement					49%	51%		48%	51%
Math Learning Gains					48%	48%		49%	48%
Math Lowest 25th Percentile					45%	45%		45%	45%
Science Achievement					69%	68%		65%	67%
Social Studies Achievement					75%	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
BLK				8							
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK											
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	6
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	6
Total Components for the Federal Index	1
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	8
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	

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

Analysis

Data Analysis

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

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

Ongoing Progress Monitoring (Teacher, District, and State Assessments) in conjunction with individualized Tier 2 and Tier 3 interventions were in place to address low performing ESSA subgroup needs.

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

Data based on ongoing progress monitoring denotes Math as the area with the greatest amount of improvement.

Teacher and computer based instruction focused on remediating Math skills, Tier 2 and Tier 3 intensive math instruction and interventions.

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?

A review of the 2020-2021 FSA data denotes a decrease in ELA Level 3 proficiency. 19% of the FSA tested students scored below Level 3 proficiency. Craft and Structure presented as most problematic for students, based on FSA scores by subject strand data.

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

Improved Math proficiency is the trend that emerged across grade levels subgroups and core content areas.

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

With the increased utilization of computer based instructional delivery, teachers will be able to identify and remediate specific areas of academic deficiencies. Data from Edgenuity, entry assessments, summative and formative assessments will be used to drive individualized academic plans to remediate academic deficiencies in ELA.

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.

Training on accessing and utilizing data in Edgenuity along with subject area professional development will be available for teachers through Pace

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

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

Teachers will utilize "Differentiated Instruction" to increase student achievement on Common Assessments. Teachers will administer computer based applications to ascertain baseline scores, identify areas of academic proficiency and deficiency, develop individualized academic improvement plans, conduct on-going progress monitoring and track academic progress.

Measurable Outcome:

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

All students who are enrolled and attend for at least 90 days and are administered the Common Assessment and State-wide Assessments will increase their scores in Math and Reading by 3% over the course of a school year.
 All students in attendance for a minimum of 90 days and not achieving level 3 or higher on statewide assessments will receive Tier 2 academic instructional interventions increasing academic performance by one bucket level over the course of a school year.
 Black/African American students in attendance for a minimum of 90 days and not achieving level 3 or higher on statewide assessments will receive Tier 2 and Tier 3 academic instructional interventions increasing academic performance by one bucket level over the course of a school year.

Monitoring:

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

On-going weekly progress monitoring will be conducted by the classroom teacher; On-going bi-weekly progress monitoring will be conducted by the academic advisor; On-going monthly progress monitoring will be conducted by the care team.

Person responsible for monitoring outcome:

Yolanda Wallace (yolanda.wallace@pacecenter.org)

Evidence-based Strategy:

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

*Incorporation of "Differentiated Instruction" via computer based application and direct instruction.

Rationale for Evidence-based Strategy:

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

Students entering Pace present at various academic levels of proficiency, Differentiated Instruction allows teachers to meet students at their level of academic proficiency in an effort to mitigate/improve academic deficiencies. HCPS offers this research based strategy as in-service professional development for teachers throughout the school year.

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.

- Weekly classroom monitoring - Teachers
- Bi-Weekly Progress Monitoring - Academic Advisors
- Monthly Progress Monitoring - Care Team
- Development of Individual Academic Plan - Advisors/ Academic Manager

Person Responsible

Yolanda Wallace (yolanda.wallace@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

Black/African American students in attendance for a minimum of 90 days and not achieving level 3 or higher on statewide assessments will receive Tier 2 and Tier 3 academic instructional interventions increasing academic performance by one bucket level over the course of a school year.

Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. Other specifically relating to Attendance

Area of Focus

Description and

Rationale:

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

Non-attendance significantly impacts student course performance. Research shows that student attendance of 90% or better significantly improves classroom behavior, course performance and test taking skills.

Measurable Outcome:

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

Pace experienced a decrease in student attendance due to on-going pandemic issues, resulting in an end of the 2020/2021 school year attendance rate of 65%. The school leadership team will work to improve student attendance rate by 3% over the course of the 2021/2022 school year.

Monitoring:

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

Pace has designed a comprehensive attendance monitoring plan which includes contacting the family by 10:00 AM (daily) for students reported as absent. For students reported as having 3 consecutive unexcused absences, a drive-by visit is scheduled by counselor. A 5 and 10 day letter is provided to the student and family alerting them to unexcused absences within a 90 day period. A meeting is scheduled with the family. Students not responding to Tier 2 interventions will receive Tier 3 attendance interventions. Tier 3 interventions shall include but are not limited to :HCPS, Student Services Referral, Truancy Referral and other community interventions as needed to remediate student's non-attendance. PACE also provides student incentives for girls who have 85% or higher attendance rates.

Person responsible for monitoring outcome:

Davia Lerebours (davia.lerebours@pacecenter.org)

Evidence-based Strategy:

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

- *Daily Attendance monitoring
- *Consistent Communication with all Stakeholders

Rationale for Evidence-based Strategy:

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

The rationale behind selecting this specific strategy is to identify the barriers that are preventing the students from attending school consistently and to provide the family with intervention strategies.

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.

Comprehensive attendance monitoring plan developed and implemented - Stephanie Koszalka and social service team.

Pace & HCPS school social worker collaboration for Tier 3 interventions - Stephanie Koszalka, Yolanda Wallace, Lynette Judge

Person Responsible Yolanda Wallace (yolanda.wallace@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.

Black African American and Economically Disadvantaged students with attendance rates below 71% will receive Tier 2, and if needed Tier 3, services and interventions to improve attendance rates.

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's culture is grounded in 3 foundational principles, Trauma Informed, gender responsive and strength based.

Our gender-responsive approach emphasizes the development of girls' views of women as capable, strong, and self-directed and acknowledges the way girls learn and experience the world.

Our Trauma Informed lens requires us to acknowledge girls trauma and seek to heal and empower girls to live healthy and centered lives through positive coping skills and relationships.

Our strength based approach allows us to focus on each girl's strengths and positive attributes to help her achieve her goals.

These three principles support an environment that is safe and respectful and enables students to build caring relationships with adults and peers, self-regulate their emotions and behaviors, and succeed academically, while supporting their physical health and well-being.

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

Pace has a collaborative environment that engages multiple stakeholders to promote the growth and development of girls.

School District Personnel provide support services to address the academic, attendance and behavioral needs of girls enrolled.

Teachers and counselors utilize the 3 foundational pillars to provide instruction, counseling and modeling for girls.

Community partners are engaged to support skill development in the areas of life skills, career and vocational skills and financial literacy.