Pace Center For Girls, Inc.

2022-23 Ungraded Schoolwide Improvement Plan

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Pace Center For Girls, Inc.

328 NE 1ST AVE STE 500, Ocala, FL 34470

[no web address on file]

Demographics

Principal: Carole Savage

Start Date for this Principal: 10/1/2011

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Marion 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.

Founded in 1985, Pace is one of the only multi-state gender-responsive, trauma-informed, and strength-based models for girls in the country, with a proven evidence base. Dedicated to changing the lives of girls through the development of critical life, health and mental health, and academic skills, Pace has a successful and proven program model that has changed the life trajectory of more than 40,000 girls and is recognized as one of the nation's leading advocates for girls.
Our foundation is a gender-responsive culture that provides a safe environment that celebrates girls. We understand how girls learn and develop, and our supportive team members respond to each girls' strengths and challenges. The holistic, strength-based, and asset-building Pace program addresses the needs of girls and helps them find their greatness.

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	Executive Director
Williams, Julie	Assistant Principal	Oversight of Program Operations

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Pace Center for Girls, Marion

Demographic Information

Principal start date
Saturday 10/1/2011, Carole Savage

Total number of students enrolled at the school.
35

Total number of teacher positions allocated to the school.

6

Number of teachers with professional teaching certificates?

1

Number of teachers with temporary teaching certificates?

1

Number of teachers with ESE certification?

0

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

0

Demographic Data

Early Warning Systems

2022-23

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	3	4	12	5	7	1	0	32
Attendance below 90 percent	0	0	0	0	0	0	0	3	8	4	5	2	0	22
One or more suspensions	0	0	0	0	0	0	2	1	0	4	1	0	0	8
Course failure in ELA	0	0	0	0	0	0	0	1	2	1	0	0	0	4
Course failure in Math	0	0	0	0	0	0	1	2	1	2	1	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	5	3	3	0	0	12
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	1	1	5	1	2	0	0	10
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	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	2	3	12	6	2	0	1	26

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	1	3	0	1	0	0	5
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 7/12/2022

2021-22 - 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	6	15	12	4	7	2	50
Attendance below 90 percent	0	0	0	0	0	0	6	8	18	12	7	8	11	70
One or more suspensions	0	0	0	0	0	0	0	3	1	5	1	2	0	12
Course failure in ELA	0	0	0	0	0	0	1	3	4	5	2	2	0	17
Course failure in Math	0	0	0	0	0	0	1	3	5	7	1	4	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	3	11	6	3	0	2	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	3	3	9	5	4	0	2	26
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	3	6	12	11	8	4	2	46

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	11	0	0	0	0	11
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		46%	51%					46%	56%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains								48%	51%
ELA Lowest 25th Percentile								39%	42%
Math Achievement		38%	38%					40%	51%
Math Learning Gains								43%	48%
Math Lowest 25th Percentile								37%	45%
Science Achievement		31%	40%					61%	68%
Social Studies Achievement		41%	48%					71%	73%

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	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21

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

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Part III: Planning for Improvement

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 related to the Areas of Focus?

STAR Assessments are given for Reading every 12 weeks to monitor growth and adjust methods as needed as determined by growth in scoring. This is recorded and discussed in the student's Progress Monitoring Plan.

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 overall growth. Scores for both ELA and Math increased from entry to exit in a larger percentage than last year. New tools and software were adopted to assist in increasing learning gains.

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 for improvement is increasing the ELA skills for students with documented disabilities. Currently, 35% of the population includes these individuals, and they currently perform approximately 3 grade levels below in ELA . These scores were all obtained from their STAR testing.

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

Students identified with disabilities are underperforming in ELA and Math. This underperformance extends across grade levels.

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

Additional supports that would be beneficial would be the availability of tutors in the subject area and having a full teaching staff to accommodate measures.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.

Teachers will receive weekly instruction in both strategies from the Academic Manager until the strategies are mastered by teachers. Teachers will have the opportunity to seek pedagogical support two days per week with At Promise School Solutions for guidance as needed. These sessions will be conducted remotely. In addition, this provider will be in the school every other Thursday to support the teachers through observations, workshops, collaborations, and team-teaching.

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

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 raise the ELA / Reading level of students identified with disabilities on the STAR assessment by 1 grade level. 35% of students currently enrolled with PACE are students with documented identified learning disabilities, and their Lexile scores indicate they are reading an average of 3 grade levels below their current grade. This data is obtained from their STAR assessment; STAR assessments are conducted at a minimum every 12 weeks.

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

If teachers implement the Self-Regulated Strategy Development (SRSD) study skills in reading fluency, then by the end of AY 2023, the STAR assessments for 75% of the students with disabilities will denote an increase by at least one grade level.

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

Teachers will monitor the daily and weekly performance of students. Teachers will assess areas of academic strength and challenge during and after teaching. Teachers will monitor students' STAR test scores (which are delivered every 12 weeks) for areas of growth and area of challenge. Teachers will inform students of their academic growth, as indicated on their STAR test, during their daily meetings. Teachers will reteach areas of challenge as needed.

Person responsible for monitoring outcome:

Julie Williams (julie.williams@pacecenter.org)

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

Self-Regulated Strategy Development (SRSD) is an intervention designed to improve students' academic skills through a six-step process that teaches students specific academic strategies and self-regulation skills. The practice is especially appropriate for students with identified learning disabilities. The intervention begins
with teacher direction and ends with students independently applying the strategy, such as planning and organizing ideas before writing an essay. More specifically, the six steps involve the teacher providing background knowledge, discussing the strategy with the student, modeling the strategy, helping the student memorize the strategy, supporting the strategy, and then watching as the student independently performs the strategy. All teachers will provide lessons in the following areas: self-regulation skills, goal-setting, and self-monitoring of fluency during reading, which aim to help students apply the strategy without guidance.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

During the instructional process, the teacher gradually transfers responsibility for implementing the strategy to students, until the students can adequately perform the tasks without support. After the SRSD training period has ended, students demonstrate how to use the skills they learned on their own. Teachers can measure
the impact of the SRSD intervention by analyzing the students' STAR Lexile scores. The SRSD has a rating of the effectiveness of potentially positive effects for ELA and writing achievement. The percentage of single-case design (SCD) experiments demonstrating a positive effect is 88%.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Develop background knowledge. The teacher identifies reading and writing skill deficits and helps students develop the prerequisite skills needed to understand, learn, and apply the strategy.

Person Responsible   Julie Williams (julie.williams@pacecenter.org)

2. Discuss the strategy. The teacher and students discuss the students' performance to identify areas for improvement and help motivate the students to use the strategy. The teacher introduces the strategies and the rationale for each step, often using a mnemonic device to help students remember each component.

Person Responsible   Julie Williams (julie.williams@pacecenter.org)

3. Model the strategy. The teacher models the strategy as many times as necessary, using a think-aloud process and voicing positive self-statements. The teacher and students discuss the advantages and challenges of the strategy related to reading and writing and think about possible ways to improve the strategy. Teachers often introduce goal-setting concepts, and students can set individual targets to improve on baseline performance. Teachers will make students aware of their baseline and work together to set a reasonable goal for the next STAR testing.

Person Responsible   Julie Williams (julie.williams@pacecenter.org)

4. Memorize the strategy. Students use mnemonic devices to memorize the steps required to apply the strategy. Students can paraphrase steps, and the teacher can use prompts for students who struggle.

Person Responsible   Julie Williams (julie.williams@pacecenter.org)

5. Support the strategy. Students gradually take responsibility for applying the strategy. The teacher provides support that is tailored to the needs of the student, provides frequent constructive feedback, and offers positive reinforcement. Teachers can also engage other classmates by organizing peer groups to help promote strategy use outside of SRSD instruction. For example, classmates within a peer group can share how they make decisions while writing.

Person Responsible   Julie Williams (julie.williams@pacecenter.org)

6. Independent performance. Students consistently and effectively use a strategy, often in multiple settings and with different tasks. Students learn how using the strategy improves their performance and how to modify the strategy as appropriate

Person Responsible   Julie Williams (julie.williams@pacecenter.org)

7. Lessons will occur at least three times a week, for at least 20 minutes, in the English and Spirited Students! classrooms, and can be reordered, combined, changed, and repeated, depending on students' STAR Lexile scores and input from the students

Person Responsible   Julie Williams (julie.williams@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.	N/A

Positive Culture & Environment
A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Parent Engagement

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Several parent/guardian and student surveys are conducted throughout the year. These include satisfaction with the program, needs, and school improvement. This data is analyzed to guide and enhance engagement at all levels.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

The target area and data will be communicated to stakeholders by quarterly newsletter, SAC meetings, Parent Nights, parent-teacher meetings, social media, and Monthly Parent contact meetings.

Describe how implementation will be progress monitored.

Implementation will be monitored through event sign-in sheets, signature required documents, and maintaining records of all electronic communication.

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.

Action Step	Person Responsible for Monitoring
Parent/Guardian surveys are released annually in August and March of every school year.	Williams, Julie, julie.williams@pacecenter.org
Parent Night meetings are to be held each semester.	Williams, Julie, julie.williams@pacecenter.org
Title 1 Information meetings are to be held once per semester.	Williams, Julie, julie.williams@pacecenter.org
Monthly Parent Contacts occur once monthly with families to communicate student progress.	Williams, Julie, julie.williams@pacecenter.org