

The School District of Palm Beach County

Pace Center For Girls



2022-23 Ungraded Schoolwide Improvement Plan

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Pace Center For Girls

1640 S. CONGRESS AVE, Palm Beach Springs, FL 33461

<https://pcog.palmbeachschools.org>

Demographics

Principal: Demetrus Permenter

Start Date for this Principal: 8/10/2020

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	54%
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	2021-22: No Rating 2020-21: No Rating 2018-19: No Rating 2017-18: No Rating 2016-17: No Rating
DJJ Accountability Rating	2023-24: Acceptable

School Board Approval

This plan is pending approval by the Palm Beach 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.

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

Pace Center for Girls is built on nine core principles that guide our work:

- Honor the Female Spirit
- Focus on Strengths
- Act with integrity and positive intent
- Embrace growth and change
- Value the Wisdom of Time
- Exhibit Courage
- Seek Excellence
- Create Partnerships
- Invest in the Future

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

Pace Center for Girls, Inc. (Pace) has been the sole provider for gender-responsive prevention/intervention and diversion non-residential services to at-risk girls throughout the state of Florida. Pace addresses the common set of precipitating factors of victimization, academic underachievement, and physical and mental health issues that research has linked with girls' entry into the juvenile justice system. Pace is recognized throughout the country for reducing the number of at-risk girls from becoming involved in the juvenile justice system.

Reviewers of both state and federal juvenile justice programs have indicated Pace as the most consistently successful prevention and intervention program funded by the Florida Department of Juvenile Justice while the Federal Office of Juvenile Justice and Delinquency Prevention (OJJDP) considers Pace a "best practice promising model" nationally. Pace Center for Girls is a Blueprints for Healthy Youth Development Certified Promising Program for Career Academics Pace provides a lower cost and more effective alternative to confinement by preventing risk factors, reducing behavior, and physical chronic health problems, while addressing adverse childhood experiences (ACEs) and encouraging family strengthening initiatives.

Pace's holistic model addresses the six developmental domains of girls' healthy development through prevention and early intervention academic and counseling approaches targeting girls at-risk of delinquency involvement, dropping out of school and/or early pregnancy.

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
Permenter, Demetrius	Principal	<p>Instructional Leader (support to Pace):</p> <ul style="list-style-type: none"> -Uses data to inform decisions and instruction, professional learning, performance, and student learning. -Provides effective communications with and seeks input from parents, teachers, students, and the community via systematic processes. -Deepens understanding of standards. <p>Supports PACE faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college and career readiness.</p> <p>Supports the Vision of Academic Success for All.</p> <ul style="list-style-type: none"> - Implements a comprehensive performance management system.
Latham, Melinie	Other	<p>Ensure commitment to the Pace mission, vision, culture, values and guiding principles, and strategic goals and objectives of Pace Center for Girls</p> <ul style="list-style-type: none"> • Manage and coordinate activities related to fidelity of the evidenced-based program model, including social services and academic components • Facilitate cohesion in Academic and Social Service program components, as well as Reach Program Services (if applicable), to ensure the integration of Gender-Responsive, Strength-Based and TraumaInformed programming and Pace Values and Guiding Principles • Ensure quality programming that increases girls' resiliency and protective factors by improving relationships, increasing self-efficacy, and encouraging self-advocacy • Guide team members to provide strength-based behavior modification and to ensure appropriate use of the Growth and Change System in the program, including non-violent intervention of girls and caregivers when needed • Create partnerships with community resources to identify quality services and assistance that will enhance the program and cohesively meet the needs of girls • Ensure all school district requirements are met; may act as liaison between Pace and the local school district • Collaborate with the Academic manager to implement the School Improvement Plan and provide feedback to team members as needed • Oversee the administration of National School Lunch Program • Manage existing agency resources to maximize efficiency, utilization, and innovation • Share responsible for ensuring the recruitment of girls and maintaining census of the program • Participate on the intake team to support decision-making about program enrollment • Provide oversight to middle managers (if applicable) in the provision of

Name	Position Title	Job Duties and Responsibilities
		<p>academic, social service, and intensive wrap-around care (case) management services to girls aimed at building resiliency and decreasing risk-related behaviors through a holistic framework; maintain a care (case) load if warranted</p> <ul style="list-style-type: none"> • Provide crisis intervention and support as warranted, including family support, peer mediation, classroom support, consultation, and the coordination of risk assessments to ensure safety of the girls in the program • Utilize the student management system and other documentation to ensure that middle managers are following proper protocol regarding team member performance <p>Leadership</p> <ul style="list-style-type: none"> • Hire, on-board, supervise, and evaluate middle managers and team members under the culture standards of caring, purpose, learning, and results • Lead, develop, and supervise team members using a gender-responsive, trauma-informed, and strengthbased framework <p>Conduct regular self-audits to ensure the program is providing high quality services and meeting standards; implement changes to standards as they occur</p> <ul style="list-style-type: none"> • Follow the State and Stakeholder (funders) guidelines to report incidents, including the Department of Juvenile Justice (DJJ) Central Communications Center (CCC) • In collaboration with the Executive Director, assess needs and develop goals for the center's day program; follow through and implement strategies and action plans • Create, prepare and maintain reports and documents for assigned projects and services, and other assignments as directed by the Executive Director • Serve as a member of the Center's Leadership Team and report to the Executive Director • Advocate for and represent Pace within the community to enhance the understanding of agency initiatives, elicit support, advocate for girls, and support recruitment and retention efforts • Develop effective relationships with internal and external patrons • Promote Pace within the community, attend conferences, and public speaking events. • Assist in training and oversight of assigned interns and volunteers and ensure their performance meets the needs of the girls served, if warranted
Leonard, Crystal	Transition Specialist	Help students and parents receive transition services and information as students enter and exit schools throughout our programs. providing transition

Name	Position Title	Job Duties and Responsibilities
		<p>support for students entering and exiting in and out of county DJJ residential commitment ,day treatment (Pace) and the County Jail. I am also the ESE / 504 Contact for Pace Center for Girls.</p> <p>Prior to Release:</p> <ul style="list-style-type: none"> · Participates in Transition (60 day) and Exit (14 day) Meetings for each student · Completes Section B - Electronic Educational Exit Plans (EEEP)within 15 days of receiving EEEP · Requests all education records from DJJ residential commitment programs and prepare files for all reentry students · Review records for Educational Progress and Transition Plans · Participates in Community Reentry Team Meetings (30 day) for each student · Communicates with Parents/Guardians about education reentry to discuss options and reentry process · Sends email notifications prior to release to SDPBC Assistant Superintendent, Choice and Innovation and Deputy Superintendent, SAC, Regional Office, Support Services, ESE, SBT administrators and staff. Also, representatives from SEDNET, Safe Schools, Alternative Education, Court Liaisons, Behavior Coaches and DJJ probation. · Coordinates to set up and hold Education Reentry Meetings at SAC schools in all regions of the county. Send Calendar Invites for all meeting to all invited attendees · Provides education reentry information to PBCSD court liaisons for Pre-Release Hearings · Maintains DJJ Reentry Database for DJJ Residential Reentry Residential Commitment Reentry Process – Education Reentry Meetings · Meetings are held prior to or within 3 school days of release at student's geographically assigned home school · Based on student's needs, reentry placement options include comprehensive high or middle schools, academic intervention alternative education sites or behavior intervention alternative education sites. Students/Parents may also choose Charter Schools, Home Education/Virtual School, Private Schools and Adult Education Sites. · If applicable, student's IEP/504 plan reviewed/updated · Reentry student is referred to School Based Team · After DJJ reentry meeting, sends Meeting Summary email with placement outcome to all meeting participants and SDPBC Assistant Superintendent, Choice and Innovation and Deputy Superintendent, SAC, Regional Office, Support Services, ESE, SBT administrators and staff. Also, representatives from SEDNET, Safe Schools, Alternative Education, Court Liaisons, Behavior Coaches and DJJ probation. <p>Post Release:</p> <ul style="list-style-type: none"> · Attends intake when student and parent are enrolling at SAC, Alternative Education site, Charter etc. to support reentry registration and transition. · Monitors school enrollment · Communicates with parent/guardian and JPO if student is not enrolled within 3 school days of release

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> · Communicates with Back to a Future (BTAF) Grant Case Managers and Project Bridge regarding school enrollment and needed services/assistance. Participates in quarterly Back to a Future (BTAF) youth review meetings as DJJ Reentry post release student follow up and monitoring · Provides Reentry Educational records to Palm Beach Guidance Counselor and Data Processor for input. Monitors to ensure credits from out of county DJJ programs are inputted on MIS system · Provides assistance and MIS records to JPOs for post commitment monitoring · Gathers post release school enrollment data each semester (via MIS, JPO and Phone Calls to Parent/Guardian) and provides as required for BTAF Grant, Title 1, etc. · Maintains Database · Participates in School Based Team meetings for DJJ reentry students at schools as needed post release
Keough, Lisa	School Counselor	<p>Provides direct counseling services and collaboration with teachers, administrators, and parents while students are in our care.</p> <p>Provides transition services and interface with the Dept. of Juvenile Justice and program personnel while students are involved in therapeutic, substance abuse, and at-risk behavior modification programs.</p>

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Pace Center for Girls

Demographic Information

Principal start date

Monday 8/10/2020, Demetrus Permenter

Total number of students enrolled at the school.

50

Total number of teacher positions allocated to the school.

5

Number of teachers with professional teaching certificates?

1

Number of teachers with temporary teaching certificates?

3

Number of teachers with ESE certification?

1

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

2

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	0	6	8	7	11	11	7	50	
Attendance below 90 percent	0	0	0	0	0	0	0	4	6	4	5	6	3	28	
One or more suspensions	0	0	0	0	0	0	0	3	2	1	5	5	1	17	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	6	9	5	20	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	6	6	4	16	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	4	1	5	5	4	20	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	3	4	2	4	2	2	17	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	0	1	2	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	3	3	1	10	8	5	30

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	1	0	1	0	3	6
Students retained two or more times	0	0	0	0	0	0	0	2	4	4	3	1	3	17

Date this data was collected or last updated

Tuesday 8/23/2022

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	1	2	3	4	11	13	16	50	
Attendance below 90 percent	0	0	0	0	0	0	1	0	1	3	4	5	5	19	
One or more suspensions	0	0	0	0	0	0	1	0	0	0	1	1	0	3	
Course failure in ELA	0	0	0	0	0	0	1	1	1	1	9	9	12	34	
Course failure in Math	0	0	0	0	0	0	1	2	1	1	10	11	11	37	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	7	7	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	1	1	2	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	1	1	5	6	8	22	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	1	1	1	1	8	11	11	34

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	2	0	0	2	

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		55%	51%					57%	56%
ELA Learning Gains								51%	51%
ELA Lowest 25th Percentile								43%	42%
Math Achievement		42%	38%					54%	51%
Math Learning Gains								45%	48%
Math Lowest 25th Percentile								43%	45%
Science Achievement		43%	40%					73%	68%
Social Studies Achievement		53%	48%					74%	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					
	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
FRL											
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)	CSI
OVERALL Federal Index – All Students	4
OVERALL Federal Index Below 41% All Students	YES

ESSA Federal Index	
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	17
Total Components for the Federal Index	4
Percent Tested	59%
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0

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?

During the 2021-22 school year, the area of focus was to increase ELA and Math proficiency through self-efficacy and Social Emotional Learning. The following actions were in place related to the areas of focus; teacher retention, co-facilitation of SEL groups by teachers and counselors, and 1:1 support by a licensed ELA/ reading teacher. Based on the 2020-21 DJJ Accountability rating, 0% showed learning gains in Common assessment Reading & Mathematics. The results also show a rating of 20% in data integrity.

Which data component showed the most improvement? What new actions did your school take in this area?

The most significant improvement rating of the DJJ accountability was in graduation. Our student data reflected a 93% increase (33-64) in graduation. The following actions contributed to this growth; a. teacher retention - consistent instructional delivery by content area teacher, 1:1 support, and addition of tutoring services.

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?

In reviewing our 2021-2022 DJJ Accountability ratings, the common assessment data integrity (20%), and reading and mathematics learning gains (0%) are our greatest need for improvement. The significant problem with this component is retaining a highly qualified certified teacher in Math and reading. Retaining certified teachers will be a priority and providing additional support.

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

It can be concluded that many of the girls entering Pace are significantly deficient in reading and math. Many are also deficient in acquiring core credits and are not on track to graduate with their cohort. We also discovered that many of our students transition from one school to another due to non-attendance which causes disruptions in learning. Further investigation revealed that our students could come to us at any given moment throughout the year and may transition during a less ideal time. Student engagement is another concern.

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

Standards-Based Instruction will continue to be our primary focus. Additionally, systemic intervention implementation, research-based instructional strategies, the implementation of academic vocabulary, and professional development in the area of mathematics that is focused not just on proficiency but on student gains/growth towards closing gaps with peers will be implemented.

1. In-school/after-school tutorials
2. Incorporate Reading Plus into Reading
3. Data Chats
4. Post-release monitoring
5. Individual Graduation plan/ Post-secondary/ Career portfolio
6. Monitoring data integrity

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.

1. Standard-based grading, recording, and reporting
2. Implementation of small group differentiated instruction.- Creating rotational schedules- Analysis of data- Developing differentiated lessons with differentiation in task, talk, and text
3. Review and analysis of data to incorporate Data chats effectively.- Develop data chat form for all students- Support teacher understanding of data reports & the disaggregation of the data- Develop data chat schedule schoolwide
4. Development of portfolio & how to manage the platform.- Upon entry School Counselor will create a student academic and career portfolio,- College and Career readiness Coordinator will have class presentations to model how to use Mycareershine platform- Counselor/ Technology Teacher will help student develop Career plan
 - a. Take interest Inventory
 - b. Research career fields
 - c. Narrow area of focus
 - d. Choose a career path

Areas of Focus:

#1. DJJ Components specifically relating to Graduation**Area of Focus Description and Rationale:**

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

Reviewing our 2021-2022 DJJ Accountability ratings, our overall rating was acceptable. The following accountability components were identified as low performing: attendance, graduation, common assessment reading and mathematics learning gains, and data integrity.

Measurable Outcome:

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

Our intended outcomes for FY23 are: Increase attendance by 5% (from 35 to 40) Increase graduation by 5% (from 64 to 67) Increase the Common Assessment Math Learning Gains by 20 % (0 to 20) Increase Data Integrity by 50% (from 20 to 30)

Monitoring:

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

Monitoring is a crucial step toward student achievement and school improvement. It provides teachers and administration the data they need to make decisions about instruction and differentiated support for the students. We strategically plan for a variety of monitoring techniques:

Review of Lesson Plans,
Data Analysis Classroom walks
Student work samples/portfolio/binder reviews
Student Attendance
Data Chats with teachers, students, and parents (Care review team)

Person responsible for monitoring outcome:

Melinie Latham (melinie.latham@palmbeachschools.com)

Evidence-based Strategy:

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

1. In-school/after-school tutorials
2. Incorporate Reading Plus into Reading
3. Data Chats
4. Small group differentiated instruction
5. Individual Graduation plan/ Post-secondary/ Career portfolio

1. Tutorials support the differentiated needs of all students. It will allow for an extension of the regular school day instruction and supports closing the achievement gap.

2. Technology supports all learners at their academic level. It allows for remediation and enrichment as necessary.

3. Data chats support the understanding of students' learning. All stakeholders are held responsible and accountable for the student's progress and growth where they analyze and disaggregate data to determine weaknesses and strengths.

4. Utilizing small groups promotes efficient use of teacher and student time, increased instructional time, increased peer interaction, and opportunities for students to improve the generalization of skills. With differentiation in the classroom, instructors can manage what students learn, how students learn, and how students are assessed. With its flexibility, differentiated instruction allows teachers to maximize individual growth in the course content. Differentiated instruction is student-centered

Rationale for Evidence-based Strategy:

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

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. In-school/after-school tutorials
 - a. Identify students with needs.

- b. Arrange tutorial schedules.
- c. Arrange a time for collaborative lesson planning utilizing the resources.
- d. Support student learning through data analysis and data chats by teachers and leaders.
- e. Teachers will receive professional development on differentiation.
- f. Implement the use of Edgenuity
- g. Monitoring for tutorials will occur through attendance, student participation, and analysis of data, along with classrooms observations and walks.

Person Responsible Melinie Latham (melinie.latham@palmbeachschools.com)

- 2. Incorporate Reading Plus in Reading courses
 - a. Renew program contracts
 - b. Train teachers to utilize the program effectively and with fidelity. Provide ongoing support as needed.
 - c. Teachers develop rotational schedules for appropriate program usage.
 - d. Teachers analyze data from programs to provide additional content-specific differentiated small groups.
 - e. Set expectations and train teachers to utilize program resources for small group differentiation.
 - f. Monitoring will occur through student usage/participation reports, analysis of data, along with classrooms observations and walks.

Person Responsible Melinie Latham (melinie.latham@palmbeachschools.com)

- 3. Data Chats
 - a. Review and train teachers on the format to be followed for data chats
 - b. Develop a data chat form
 - c. Schedule ongoing data chat sessions with all; stakeholders; students, teachers, parents, and administration
 - d. Monitoring data integrity

Person Responsible Lisa Keough (lisa.keough@palmbeachschools.org)

- 1. In-school/after-school tutorials
 - a. Identify students with needs.
 - b. Arrange tutorial schedules.
 - c. Arrange a time for collaborative lesson planning utilizing the resources.
 - d. Support student learning through data analysis and data chats by teachers and leaders.
 - e. Teachers will receive professional development on differentiation.
 - f. Implement the use of Edgenuity
 - g. Monitoring for tutorials will occur through attendance, student participation, and analysis of data, along with classrooms observations and walks.

Person Responsible Melinie Latham (melinie.latham@palmbeachschools.com)

- 2. Incorporate Reading Plus in Reading courses
 - a. Renew program contracts
 - b. Train teachers to utilize the program effectively and with fidelity. Provide ongoing support as needed.
 - c. Teachers develop rotational schedules for appropriate program usage.
 - d. Teachers analyze data from programs to provide additional content-specific differentiated small groups.
 - e. Set expectations and train teachers to utilize program resources for small group differentiation.
 - f. Monitoring will occur through student usage/participation reports, analysis of data, along with classrooms observations and walks.

Person Responsible Melinie Latham (melinie.latham@palmbeachschools.com)

- 3. Data Chats
 - a. Review and train teachers on the format to be followed for data chats
 - b. Develop a data chat form
 - c. Schedule ongoing data chat sessions with all; stakeholders; students, teachers, parents, and administration
 - d. Monitoring data integrity

Person Responsible Lisa Keough (lisa.keough@palmbeachschools.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.

Not applicable to Pace

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.

Other

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

Data will be collected monthly through care review. We address positive school culture and the environment by utilizing Pace's growth and change system that is built on our foundational pillars. The values and guiding principles allows the students and staff to move in the same direction in what we want to see through our strength-based, gender-responsive and trauma informed care model. We have a point system that recognizes students who are going above and beyond to make our school a great place to learn, including growth and change ceremonies, attendance raffles and monthly student of the month. We also recognize our staff for going the extra mile by having teacher of the month.

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

Our Stakeholders include the Palm Beach County School District, Pace Center for Girls, School Advisory Committee (SAC), Department of Juvenile Justice, Teachers, Parents and Students. The target area, related data and resulting action steps will be communicated to stakeholders via emails, newsletters, and verbal communications.

As stipulated within Statute & Policy 2.09 our school ensures all students receive equal access. Students are immersed in rigorous tasks encompassing the full extent of Florida's B.E.S.T Standards. In accordance with Florida State Statute 1003.42, PYA will continue to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09. Instruction will also be infused as applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust, the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting

democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution

(d) Sacrifices of Veterans, and the value of Medal of Honor recipients

Describe how implementation will be progress monitored.

Students meet with the School Counselor, who provides individual progress monitoring. Teachers participate in collaborative learning communities that meet on a regular basis. Collaboration occurs across grade levels and content areas. The School Based Team uses a formal process that promotes productive discussion about student learning and identifies interventions and strategies aimed at improving individual learning.

Teaching points and may also be integrated into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness.

Teachers follow the scope and sequence as outlined on the PB curriculum resource blender. This ensures that teachers have a timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics are often addressed in greater depth through the school counselor during her instruction on the wheel and special events.

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
1. Lesson Plans highlighting the specific PBS focus.	
2. Agendas reflecting the items discussed in the schoolwide PBS monthly meetings.	
3. Newsletters and Events will be developed to highlight special multicultural events.	Latham, Melinie, melinie.latham@palmbeachschools.org
4. Bulletin boards will display events, activities, and our Universal Guideline.	