

St. Lucie Public Schools

Pace Center For Girls, Treasure Coast



2022-23 Ungraded Schoolwide Improvement Plan

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Pace Center For Girls, Treasure Coast

3651 VIRGINIA AVE, Fort Pierce, FL 34981

[no web address on file]

Demographics

Principal: Maygan Johnson

Start Date for this Principal: 9/5/2019

| | |
|--|--|
| 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 | Yes |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 63% |
| 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: Commendable |

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/11/2022.

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.

Pace Center for Girls provides girls and young women a safe and caring environment to learn, grow and create a bright new future. Our nationally recognized evidence-based model balances academics and social services for middle and high school aged girls.

Our Centers are open year-round, Monday through Friday, to provide academic instruction along with life skills, coaching and counseling to offer a holistic experience to help girls face their past and prepare for their future.

Prior to entry, every girl receives an in-depth assessment to ensure that Pace's program meets their individual needs. We know that girls face increasingly tough challenges and our individual and group counseling services support girls with tools to help them respond appropriately and confidently to obstacles in their lives.

Our small classes, led by certified teachers, allow for one-on-one guidance to help each girl reach her academic potential. Each Center's curriculum aligns with the public school district, which ensures a smoother transition back to a girl's neighborhood school.

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 |
|-----------------|----------------|--|
| Johnson, Maygan | Principal | Responsible for the program/ organization in its entirety. |

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

Thursday 9/5/2019, Maygan Johnson

Total number of students enrolled at the school.

30

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?

1

Number of teachers with ESE certification?

0

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

4

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

1

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 | 1 | 3 | 5 | 5 | 7 | 8 | 29 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 2 | 5 | 5 | 16 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 2 | 1 | 0 | 8 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 1 | 5 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 1 | 4 | 2 | 10 | |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 3 | 5 | 5 | 17 | |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 3 | 2 | 5 | 15 | |
| 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 | 0 | 1 | 3 | 4 | 3 | 6 | 4 | 21 |

The number of students identified as retainees:

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

Date this data was collected or last updated

Friday 9/9/2022

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 | 0 | 1 | 3 | 6 | 0 | 4 | 5 | 12 | 31 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 6 | 0 | 4 | 5 | 12 | 31 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 6 | 0 | 0 | 0 | 12 | 20 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 4 | 2 | 8 | 17 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 3 | 2 | 6 | 14 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 3 | 6 | 0 | 4 | 5 | 12 | 31 |

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 | 3 | 0 | 0 | 0 | 0 | 3 | |
| 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% | | | | | 51% | 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 | | | | | | | | 36% | 42% |
| Math Achievement | | 37% | 38% | | | | | 40% | 51% |
| Math Learning Gains | | | | | | | | 41% | 48% |
| Math Lowest 25th Percentile | | | | | | | | 38% | 45% |
| Science Achievement | | 29% | 40% | | | | | 71% | 68% |
| Social Studies Achievement | | 43% | 48% | | | | | 68% | 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 |
| BLK | | | | 17 | | | | | | | |
| 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 | 5 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 19 |
| Total Components for the Federal Index | 4 |
| Percent Tested | 65% |
| 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 | |
|--|-----|
| 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?

ELA and Math Learning gains were not made. STAR assessment and monthly advisee meetings with students were the primary progress monitoring methods.

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

Although we did not reach the minimum goal of 90% of girls test we did increase year over year from 51% (2020-2021) to 65% (2021-2022). Counselors helped encourage girls to attend on testing days and helped provide transportation as needed.

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?

Our percent tested increased year over year by roughly 15%. However, it continues to be significantly below the state standard. This low percentage is effecting all areas of our data and therefore is our top priority for improvement.

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

We served a greater population of high school students in 2021-2022 vs middle school students. Our high school students also showed more academic gains compared to our middle school population. 68% of high school girls increased academically (improved grades, increased GPA, showed gains on their Star test or received their diploma) compared to only 63% of middle schoolers.

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

Teachers will continue to differentiate their instruction, facilitate a standards-based small-group instruction and provide 1:1 targeted instruction to address specific skill deficiencies. Teachers will craft and integrate a variety of questions/tasks that provide opportunities to practice standards-based responses: multi-select, analysis of text, evidence-based questions, comparative of two or more texts.

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 have been added into SLPS Frontline and Canvas to be able to access professional development opportunities offered by the district. We will be working closely with district curricula chairs to ensure Pace teachers understand the BEST standards and have different ideas/ resources available to use in their classrooms. Pace National will also continue to offer opportunities.

Areas of Focus:

#1. Other specifically relating to Increase percent tested**Area of Focus Description and Rationale:**

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

After analyzing our ESSA data it shows that only 65% of our population tested during the 2021-2022 school year. This is an increase year over year from 51% in 2020-2021 but still not at the minimum threshold of 90% per state standards.

Measurable Outcome:

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

90% of all middle and high school students will complete state assessments as assigned.

Monitoring:

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

We will monitor testing participation throughout the year. We will base our outcome expectations on our 2022-2023 data.

Person responsible for monitoring outcome:

Maygan Johnson (maygan.johnson@pacecenter.org)

Evidence-based Strategy:

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

CICO is an evidence-based tier two behavior intervention. It combines adult attention, frequent feedback, self-monitoring, and rewards.

Rationale for Evidence-based Strategy:

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

This intervention progress monitoring is built right into the system. It is inline with our organizations foundational pillars of being strength based and trauma informed. It encourages staff to build relationships with the girls and families. Stronger relationships will yield more successful results. Girls and parents would have more buy in to attend and participate in testing.

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. All Pace Staff will be trained on testing administration standards and guidelines.
2. Teacher and student will meet monthly for data chats, upcoming testing needed will be discussed.
3. A testing schedule will be created and disseminated to staff, parents, and girls at least 2 weeks prior to testing starting.
4. Parent conferences will be scheduled for any girls that require the re-take window.

Person Responsible

[no one identified]

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

#2. Other specifically relating to ELA State Assessments**Area of Focus Description and Rationale:**

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

After analyzing our ELA state assessment data, 13.4.% of all middle and high school students scored a 3 or better on the FSA. This is a decrease year over year as the data shows that in 2020-2021, 23% of all middle and high school students scored proficient or higher. This significant decrease shows the need to maintain our focus of improving ELA learning gains.

Measurable Outcome:

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

All middle and high school students will make a 5% increase in their ELA learning gains by May 2023 as measured by their ELA state assessments.

Monitoring:

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

Due to transitioning to FAST state assessments, we will need to monitor progression throughout the year. We will base our outcome expectations on our 2022-2023 data from fall, winter and spring.

Person responsible for monitoring outcome:

Maygan Johnson (maygan.johnson@pacecenter.org)

Evidence-based Strategy:

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

Teachers collaborate using the the backwards design process. This process is used to create highly engaging, standards-based, cross-curricular projects that are gender responsive, strength based, and provide choice for students

Rationale for Evidence-based Strategy:

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

Studies show that project-based learning promotes a variety of higher-order skills as follows: critical thinking, analytical, interpersonal and intrapersonal communication, research, cooperative learning, and media literacy skills.

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.

Teacher and student will meet monthly for data chats to monitor student's STAR Reading Assessment goals.

3. School-wide implementation of an evidence-based strategy, Writing Across the Curriculum to promote multiple accessibility to the ELA standards.

4. Teachers will continue to differentiate their instruction, facilitate a standards-based small-group instruction and provide 1:1 targeted instruction to address specific skill deficiencies.

5. Teachers will craft and integrate a variety of questions/tasks that provide opportunities to practice standards-based responses: multi-select, analysis of text, evidence-based questions, comparative of two or more texts.

6. Teachers participate in weekly Academic Team collaborative professional dialogue focusing on measuring the effectiveness of research-based strategies and interventions to differentiate instruction. Additionally, teachers will create cross-curricular project-based learning experiences for students.

7. Integrate technology to support meaningful, differentiated, standards-based curriculum.

9. Teachers will facilitate engaging writing bootcamps will present students meaningful opportunities to practice standards-based writing skills.

Person Responsible

Maygan Johnson (maygan.johnson@pacecenter.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please

N/A

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.

#3. Other specifically relating to Math assessment data**Area of Focus Description and Rationale:**

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

After analyzing our Math state assessment data, 15.8% of all middle and high school students made scored a 3 or better on the FSA in 2020-2021. There is no data for 2021-2022. This shows a significant need to continue our focus of improving Math learning gains.

Measurable Outcome:

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

All middle and high school students will make a 5% increase in their Math learning gains by May 2023 on their Math state assessments.

Monitoring:

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

Due to transitioning to FAST state assessments, we will need to monitor progression throughout the year. We will base our outcome expectations on our 2022-2023 data from fall, winter and spring.

Person responsible for monitoring outcome:

Maygan Johnson (maygan.johnson@pacecenter.org)

Evidence-based Strategy:

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

Teachers collaborate using the the backwards design process. This process is used to create highly engaging, standards-based, cross-curricular projects that are gender responsive, strength based, and provide choice for students.

Rationale for Evidence-based Strategy:

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

Studies show that project based learning promotes a variety of higher order skills as follows: critical thinking, analytical, interpersonal and intrapersonal communication, research, cooperative learning, and media literacy skills.

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.

2. Teachers and students will meet monthly for a data chat to monitor students' STAR Math Assessment goals.
3. Teachers will continue to differentiate their instruction, facilitate a standards-based small-group instruction and provide 1:1 targeted instruction to address specific skill deficiencies.
4. Teachers will integrate a variety of questions/tasks that provide opportunities for strategic practice multiple-choice, multi-select, multi-step, word problems (support Writing Across the Curriculum), elaborate responses.
5. Teachers participate in weekly Academic Team collaborative professional dialogue focusing on measuring the effectiveness of research-based strategies and interventions to differentiate instruction. Additionally, teachers will create cross-curricular project-based learning experiences for students.
6. Academic Manager will meet (at least) monthly teachers to collaboratively monitor teacher's goals.
7. Integrate technology to support meaningful, differentiated, standards-based curriculum.

Person Responsible

Maygan Johnson (maygan.johnson@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

N/A

meeting the 41% threshold according to the
Federal Index.

#4. Other specifically relating to Qualified Teachers**Area of Focus
Description and
Rationale:**

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

It is imperative that we continue our efforts to recruit and retain highly qualified teachers, so we are able to build a robust, standards-based academic program that positively impacts the lives of the student population we serve. Therefore, it is our priority to offer individual support to teachers who are not considered highly qualified due to certification according to the FLDOE. We have 5 teachers responsible for the instruction of Math, English, Social Studies, Science, Reading, and Spirited Girls (Health & Life Management course). 2022 data shows that 42% of our teachers have met all certification requirements in English, Spirited Girls & Middle School Math; 58% of our teachers have not met all their FLDOE certification requirements in High School Math, Science & Social Studies.

Measurable Outcome:

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

Recruit certified teachers for all teacher vacancies. By recruiting teachers who have already met the requirements we will increase our overall qualified teachers from 42% to 100% by the end of the 2022-2023 school year.

Monitoring:

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

1. We have 1 Qualified Teacher for English and Spirited Girls and 1 highly qualified teacher for Middle school Math.
2. Math, Science and Social Studies teaching positions are currently posted and we are actively recruiting and interviewing candidates.
3. English – teacher holds a temporary certification in English expiring in June 2023, scheduled for English 6-12 exam in April, 2022, GRE/GK exam by Oct 2022 and professional exam in March, 2023.
4. Resources, and exam payment have been offered to teachers to support certification requirements.
5. Academic manager will continue to monitor progress of certification goals during monthly support meetings.

**Person responsible for
monitoring outcome:**

[no one identified]

**Evidence-based
Strategy:**

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

It is a requirement for certified teachers to instruct our students.

**Rationale for
Evidence-based
Strategy:**

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

N/A

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. Recruit and hire teachers with valid certifications in their subject areas.
- 2. Provide uncertified teachers with free access to NAVED courses.
- 3. Provide teacher retention opportunities (1 paid month off) for teachers who are certified and have been employed with the agency for a year.
- 4. Differentiate professional development to strengthen the effectiveness of teachers' standards-based instruction.

Person Responsible [no one identified]

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

#5. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus
Description and
Rationale:**

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

After analyzing our ELA state assessment data, 13.4.% of all middle and high school students scored a 3 or better on the FSA. This is a decrease year over year as the data shows that in 2020-2021, 23% of all middle and high school students scored proficient or higher. This significant decrease shows the need to maintain our focus of improving ELA learning gains. After analyzing our Math state assessment data, 15.8% of all middle and high school students made scored a 3 or better on the FSA in 2020-2021. There is no data for 2021-2022. This shows a significant need to continue our focus of improving Math learning gains. Based on this analyzed data from previous standards, building teacher capacity in the transition to B.E.S.T Standards is critical to the achievement of students as it aligns with classroom instruction and the F.A.S.T.

Measurable**Outcome:**

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

All middle and high school students will make a 5% increase in their ELA and Math learning gains by May 2023 on their state assessments.

Monitoring:

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

Instructional Practice will be monitored through classroom observations and feedback cycles conducted by leadership at least for each teacher at least once per semester to increase teacher efficacy. Student achievement based on standards-based instruction will be monitored during each F.A.S.T administration with an adjustment to instruction based on the data, as well as other summative and formative assessment data.

**Person responsible
for monitoring
outcome:**

Maygan Johnson (maygan.johnson@pacecenter.org)

Evidence-based**Strategy:**

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

Standards-based instruction and development of teacher efficacy

**Rationale for
Evidence-based
Strategy:**

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

Standards-based instruction allows teachers to meet the needs of students by impacting how teachers and students will meet their education goals, including specific concepts, the order of instruction, and applicable instructional materials (Krueger & Sutton, 2001). Additionally, according to RAND Research, standards-based instruction establishes objective metrics to assess student performance and teacher effectiveness, using standardized instructional materials and testing: Individual performance is measured against a set of common criteria rather than in relation to other students.

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.

- Teachers participate in weekly Academic Team collaborative professional dialogue and data chats focusing on measuring the effectiveness of research-based strategies and interventions to differentiate

instruction.

- Due to transitioning to FAST state assessments and new standards, we will monitor student progression after each administration. We will base our outcome expectations on our 2022-2023 data from fall, winter and spring.
- Teachers will analyze summative and formative data, including FAST to collaborate and create standards-based lessons and projects aligned to B.E.S.T using the backward-design process.
- Center leadership will conduct at least one classroom observation per teacher per semester and provide feedback around teaching and learning practices and outcomes.

Person Responsible Maygan Johnson (maygan.johnson@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.

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.

Student Attendance

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

Recognizing the impact of interpersonal relationships on girls' development, Pace staff work directly with parents, caregivers and family members to develop effective communication, increase understanding and foster connectedness. Pace applies the risk-need-responsivity approach during the assessment process with all girls/families, valuing the importance of appropriate intervention matching based on the risk and protective factors identified. This approach works best in preventing girls from being placed deeper in services, reducing the potential negative impact and possible recidivism that may occur when an intervention is disproportionate to a girl's level of risk.

Process and girls' outcome data are collected and used to track Key Performance Indicators measuring program retention, quality of services and girls' outcomes to determine consistency and variance across centers. We use Pace Impacts, a secure, cloud-based and HIPPA compliant application to gather and monitor data for performance management that has identified deadlines for data entry, criteria for data

quality and developed reports to share with internal and external stakeholders.

Attendance will be one of the data measurements taken daily and input into Pace Impacts.

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

In collaboration with the girl and family, case management needs and areas of support will be identified and addressed. Pace staff will support the girl and family with warm referrals and linkages, accompanying the girl and family as often as possible, to ensure areas of need are addressed. Girl and family strength's and protective factors will be continuously amplified and supported. Case Management services and referrals are provided to alleviate barriers to participation and assist with developing healthy family functioning.

Daily parent calls will be made around attendance. Parent Conferences will be scheduled as needed to create customized attendance plans. Children's Home Society Truancy department will be referred for any girls not making progress.

Describe how implementation will be progress monitored.

Outcome data measure incremental progress of girls and change over time using success rates. These measures assess the proportion of girls who successfully transitioned out from Pace based on what girls are expected to achieve while in the program. In addition, girls participate in a feedback survey that is conducted two times per year. Through these activities, Pace gathers data about how the program performs, is perceived by the girls and provides opportunity for data-driven improvements.

Various reports can be pulled from Pace Impacts as it relates to attendance and girl outcomes. These will be reviewed regularly by the team and customized plans made for girls accordingly based off data.

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 |
|--|---|
| <ul style="list-style-type: none"> • GIRL and family will maintain open communication with Pace Counselor regarding GIRL'S attendance including tardies, by contacting Pace Counselor prior to 8:30 a.m. to advise of GIRL not attending or will be late that day so that supports are implemented and it can be determined if absence/tardy is excused or unexcused. • GIRL will participate in bi-weekly counseling sessions to address her goals of increasing positive coping skills and decreasing school avoidance so that her tardies improve. • GIRL will work with her Pace Counselor through the Pace Growth and Change System so that she may work toward moving from Orientation to Responsibility based on improved attendance and completion of other stage requirements. | <p>Johnson, Maygan, maygan.johnson@pacecenter.org</p> |