Pace Center For Girls

2022-23 Ungraded Schoolwide Improvement Plan

Table of Contents

Pace Center For Girls

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

[no web address on file]

Demographics

Principal: Cornelius Bobo

Start Date for this Principal: 10/11/2022

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)	48%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students*
School Improvement Rating History	2021-22: No Rating 2020-21: No Rating 2018-19: No Rating 2017-18: No Rating 2016-17: No Rating
DJJ Accountability Rating	2023-24: Commendable

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mission

Pace provides girls and young women an opportunity for a better future through education, counseling, training, and advocacy.

Philosophy

Pace values all girls and young women, believing each one deserves an opportunity to find her voice, achieve her potential, and celebrate a life defined by responsibility, dignity, serenity, and grace.

Provide the school's vision statement.

Vision

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

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

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

Academic instruction is delivered through a hybrid approach of direct teacher led instruction and through the online platform Edgenuity. Classroom size is limited to 14 girls allowing for the individualized attention needed by each girl. Social and emotional needs are addressed through bi-weekly individual counseling, crisis management, goal setting and skill building.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Lerebours, Davia	Executive Director/ Principal	Responsible for the contractual compliance and fiscal stability of the program. Demonstrates leadership and advocacy for the agency at all levels including: Advocates for the needs of girls in the local community Participates in special assignments and projects Provides input and communication pertaining policies, procedures and strategic direction setting Cultivates relationships with major stakeholder (i.e., legislatures, city and county officials, business interests, other child serving agencies, Juvenile Justice Council, and school boards) Demonstrates measurable results pertaining to the Standards of Excellence Focuses on the need of the agency and balances all competing voices to make optimal decisions for girls and staff Articulates and models the values of the agency in a way that inspires staff, girls, and board Directs and coordinates the educational, and administrative activities at the school site. • Demonstrates the Florida principal standards, serves as the instructional leader, and develops and evaluate educational programs to ensure conformance to state, national, and School Board standards. • Develops and coordinates educational programs through meetings with staff and site personnel, review of teacher's activities, and issuance of directives. • Confers with teachers, students, and site personnel regarding behavioral concerns in and out of the classroom. • Establish and maintains relationships with community organizations and other schools to coordinate educational services. • Requisitions and allocate supplies equipment and instructional material as needed. • Direct preparation of class schedules, cumulative records, and attendance reports. • Plans and monitors school budget. • Conducts staff evaluations and provides constructive feedback in effort to improve instruction and student performance
Wallace, Yolanda	Program Director	Manage and coordinate activities related to fidelity of the evidenced-based program model, including social services and academic components

Name	Position Title	Job Duties and Responsibilities
		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 Trauma-Informed 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 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 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
Pettingill, Kelly		The Assistant Principal will: • Assist with the provision of instructional, administrative, and operational leadership of the school site. • Makes our shares in the making of decisions in a timely manner, using appropriate levels of involvement so actions may be taken and commitments made by staff and others to ensure a safe and productive learning environment. • Influences the school stakeholders by a variety of means, such as persuasive

Name	Position Title	Job Duties and Responsibilities
		arguments, set an examples or use an expertise. • Is able to present ideals to others in an open, informative, and non-evaluative manner, is able to write and verbally communicate clearly and concisely. • Uses data to implement and/or adjust curriculum. • Provides instructional supervision gathers, analyzes, and uses data from varied and multiple sources to build relationships. • Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve educational outcomes for students. • Organizes cooperatively with school and site staff and other stakeholders to design and implement ways to reach the goals and mission of the school. • Skillfully facilitates others working together effectively and shows concern for diverse perspectives.
Brabham, Joanne		The School Counselor duties and responsibilities include: • Developing, implementing and managing school guidance programs. • Program student scheduling • Advise and assist students with academic development. • Serves as Testing Chair. • Provide academic advisement and academic interventions as needed to ensure student success. • Ensure academic accommodations are implemented. • Serves as Chair of the Child Study Team.
Rizzo, Nicole	ESE Specialist	The ESE Specialist • Provides support and services to students with disabilities (SWD) who have been determined eligible for Exceptional Student Education (ESE) services. • Coordinate the provision of ESE services per the student's Individual Education Plan. • Coordinate progress monitoring of ESE students and provide appropriate modifications as needed. • Responsible for implementing and ensuring compliance to established policies, procedures, regulations and processes required to maintain the program of services. • Provides student interventions and modifications to the academic program as needed developing related goals and objectives.
Judge, Lynette	Social Worker	School Social Worker Provides a variety of professional Services which foster student's social, emotional, and academic growth. • Works to maximize coping skills for students in residential settings

Name	Position Title	Job Duties and Responsibilities
		• Provides classroom support through consultation with teachers, administrators, and site personnel. • Promote and support the educational process by meeting the individual needs of students and families within the educational setting and the community. • Provides services including crisis intervention, individual counseling, and parent engagement. • Plans and develops school-based interventions with educators and site personnel. • Works with community agencies to provide support to families. . Assist with Positive Behavioral and Safety Support Plans.

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
Tuesday 10/11/2022, Cornelius Bobo

Total number of students enrolled at the school.
64

Total number of teacher positions allocated to the school.
9

Number of teachers with professional teaching certificates?
2

Number of teachers with temporary teaching certificates?
1

Number of teachers with ESE certification?
5

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.
4

Demographic Data

Early Warning Systems

2022-23

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	1	7	4	4	21	17	10	64
Attendance below 90 percent	0	0	0	0	0	0	0	2	1	1	7	6	4	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	3	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	0	0	3	1	0	0	5
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	2	1	1	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	0	0	1	0	0	0	2

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated
Tuesday 10/11/2022

2021-22 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	3	6	7	21	34	14	22	107
Attendance below 90 percent	0	0	0	0	0	0	3	6	7	20	31	13	19	99
One or more suspensions	0	0	0	0	0	0	1	1	3	8	6	1	1	21
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	2	0	3	10	2	0	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	2	0	3	0	0	0	0	5
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	0	1	1	1	0	0	4

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

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

The number of students identified as retainees:

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

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		52%	51%					56%	56%
ELA Learning Gains								54%	51%
ELA Lowest 25th Percentile								41%	42%
Math Achievement		39%	38%					49%	51%
Math Learning Gains								48%	48%
Math Lowest 25th Percentile								45%	45%
Science Achievement		46%	40%					69%	68%
Social Studies Achievement		49%	48%					75%	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
BLK											
FRL											
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
BLK				8							
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK											

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	2
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	7
Total Components for the Federal Index	3
Percent Tested	85%
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	0
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3

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	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

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?

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

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

Data based on ongoing progress monitoring denotes Math as the area with the greatest amount of improvement. Teacher and computer based instructionfocused on remediating Math skills, Tier 2 and Tier 3 intensive math instruction and interventions.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

A review of the 2021-2022 FSA data denotes a significant decrease in ELA Level 3 proficiency. 94.9% of FSA -ELA tested students scored below Level 3 proficiency. Craft and Structure continue to present as the most problematic subject area for students, based on on FSA Spring 2021 Scores by Subject Strand data.

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

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

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

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

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

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

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.	FSA-ELA Spring 2021 data was used to identify ELA as the academic area of greatest need, as greater than 90% of testing students scored below proficiency Level 3.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Teachers will utilize differentiated instruction to increase student achievement on common assessments. Teachers will administer computer-based applications to ascertain baseline scores, identify areas of academic proficiency and deficiency, develop individualized academic improvement plans, conduct ongoing progress monitoring and track academic progress. All students administered common and statewide assessments will increase their scores in math and reading by 3% over the course of a school year.

All students not achieving level 3 or higher on statewide assessments will receive a minimum of tier 2 academic instructional interventions and an effort to increase academic performance by one bucket level over the course of a school year. |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | Ongoing progress monitoring will track students' response to intervention and additional academic supports will be added as needed, based on response to intervention.

Any student not achieving level 3 or higher on statewide assessments will receive Tier 2 and Tier 3 academic instructional interventions increasing academic performance by one bucket level over the course of a school year. |
| **Person responsible for monitoring outcome:** | Yolanda Wallace (yolanda.wallace@pacecenter.org) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | Ongoing weekly progress monitoring will be conducted by the classroom teacher; ongoing bi-weekly progress monitoring will be conducted by members of the instructional leadership team. Progress monitoring plans will be reviewed and updated every semester.

Incorporation of differentiated instruction via computer-based applications and direct instructions are the evidence-based strategies being implemented. |
| **Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | Students present at various academic levels, with most students presenting significantly below grade level, differentiated instruction allows teachers to meet students at their level of academic proficiency in an effort to mitigate/improve those academic deficiencies. HCPS offers this research-based strategy as in service to Aid and professional development for teachers throughout the school year.

Common Assessment will be administered to all students upon |

enrolling in the program. Data will drive differentiating instruction as specific computer-based tier 2 and tier 3 interventions will be developed and implement it to address areas of deficiency.

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

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

Person Responsible	[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.

Any student not achieving level 3 or higher on statewide assessments will receive tier two and tier 3 academic instructional interventions increasing academic performance by one bucket level over the course of a school year.

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Teachers will utilize "Differentiated Instruction" to increase student achievement on Common and Statewide Assessments. Teachers will administer computer based applications to ascertain baseline scores, identify areas of academic proficiency and deficiency, develop individualized academic improvement plans, conduct on-going progress monitoring and track academic progress.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	All students who are enrolled and attend for at least 90 days and are administered the Common Assessment and State-wide Assessments will increase their scores in Math and Reading by 3% over the course of a school year. All students in attendance for a minimum of 90 days and not achieving level 3 or higher on statewide assessments will receive Tier 2 academic instructional interventions increasing academic performance by one bucket level over the course of a school year. Black/African American, Hispanic, or economically disadvantaged students in attendance for a minimum of 90 days and not achieving level 3 or higher on statewide assessments will receive Tier 2 and Tier 3 academic instructional interventions increasing academic performance by one bucket level over the course of a school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	On-going weekly progress monitoring will be conducted by the classroom teacher; On-going bi-weekly progress monitoring will be conducted by the academic advisor; On-going monthly progress monitoring will be conducted by the care team.
Person responsible for monitoring outcome:	Yolanda Wallace (yolanda.wallace@pacecenter.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Incorporation of "Differentiated Instruction" via computer based application and direct teacher instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Students entering Pace present at various academic levels of proficiency, Differentiated Instruction allows teachers to meet students at their level of academic proficiency in an effort to mitigate/improve academic deficiencies. HCPS offers this research based strategy as in-service professional development for teachers throughout the school year.

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

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

Person Responsible	[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.

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

#3. Other specifically relating to Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Non-attendance significantly impacts student course performance. Research shows that student attendance of 90% or better significantly improves classroom behavior, course performance and test taking skills.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	While Pace experienced an increase in student attendance during the 2021/2022 school year the attendance rate of 73% is still well below the District's goal of 90% or better. The school leadership team will work to improve student attendance rate by 3% over the course of the 2022/2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Pace has designed a comprehensive attendance monitoring plan which includes contacting the family by 10:00 AM (daily) for students reported as absent. For students reported as having 3 consecutive unexcused absences, a home visit is scheduled by the counselor. 5 and 10 day letters are provided to the student and family alerting them of unexcused absences within a 90 day period. A meeting is scheduled with the family. Students not responding to Tier 2 interventions will receive Tier 3 attendance interventions. The School Social Worker will work with Pace staff, students, and families to identify Tier 2 and Tier 3 attendance intervention needs. Tier 3 interventions shall include but are not limited to :HCPS, Student Services Referral, Truancy Referral and other community interventions as needed to remediate student's non-attendance. PACE also provides student incentives for girls who have 85% or higher attendance rates.
Person responsible for monitoring outcome:	Yolanda Wallace (yolanda.wallace@pacecenter.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	*Daily Attendance monitoring *Consistent Communication with all Stakeholders via verbal and written communication
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale behind selecting this specific strategy is to identify the barriers that are preventing the students from attending school consistently and to provide the family with intervention strategies.

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

Comprehensive attendance monitoring plan developed and implemented - Stephanie Koszalka, Shakira Crawley, and social service team.
Pace & HCPS school social worker collaboration for Tier 3 interventions - Stephanie Koszalka, Shakira Crawley, Yolanda Wallace, Lynette Judge

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.

All students with attendance rates below 75% will receive Tier 2, and if needed Tier 3, services and interventions to improve attendance rates.

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.

PBIS linked to classroom management strategies

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

Pace's culture is grounded in 3 foundational principles, Trauma Informed, gender responsive and strength based.
Our gender-responsive approach emphasizes the development of girls' views of women as capable, strong, and self-directed and acknowledges the way girls learn and experience the world.

Our Trauma Informed lens requires us to acknowledge girls trauma and seek to heal and empower girls to live healthy and centered lives through positive coping skills and relationships.
Our strength based approach allows us to focus on each girl's strengths and positive attributes to help her achieve her goals.

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

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

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

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

Teachers and counselors utilize the 3 foundational pillars to provide instruction, counseling and modeling for girls.
Community partners are engaged to support skill development in the areas of life skills, career and vocational skills and financial literacy.

Describe how implementation will be progress monitored.

Students will have the opportunity to provide feedback along with open dialogue between all stakeholders.

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
Students will have the opportunity to provide feedback along with open dialogue between all stakeholders.	Wallace, Yolanda, yolanda.wallace@pacecenter.org