Pace Center For Girls

2022-23 Ungraded Schoolwide Improvement Plan

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Pace Center For Girls

208 CENTRAL AVE, Ormond Beach, FL 32174

http://www.pacecenter.org/locations/volusia-flagler

Demographics

Principal: Sheila Jordan A

Start Date for this Principal: 8/22/2022

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	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students* Economically Disadvantaged 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 Volusia 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, counselling, 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: Pace envisions 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 targets girls ages 11-17 years old who demonstrate at least three risk factors associated with increased likelihood of delinquency including academic failure and truancy, a history of trauma or abuse, high risk sexual activity, substance abuse, aggressive behavior, juvenile justice or protective services involvement, runaway history or family conflict. Pace helps girls set and attain personal and academic goals which focus on strengthening protective factors including building healthy relationships, developing positive coping strategies, reducing risky behaviors, improving school attendance and attaining educational goals. At the time of enrollment at Pace Volusia-Flagler, 80% of students were failing one or more classes; 56% had been suspended or expelled; and 13% had involvement with the juvenile justice system (2018-2019). 93% of students have academic risk factors, including low or failing FSA Reading scores.

At enrollment, students are assessed in math and reading using the Common and STAR Assessments. This information and a career survey are used to create an Individual Academic Plan with specific reading and math improvement goals. Students are reassessed every 8 to 12 weeks and plans are updated based on this data. Students meet bi-weekly with their Academic Advisor to review progress and establish personal academic goals. Academic Advisors monitor and discuss attendance, assignment completion, grades and work with students to determine strategies and incentives for academic achievement. Pace operates under contract with the Volusia County School Board to provide an alternative academic program for girls in grades 6 to 12. Pace utilizes Volusia County Schools curriculum, and courses are taught by District-approved certified teachers. Our Academic Team consists of five classroom teachers led by an Academic Manager. Classes are at or under a 1:14 teacher to student ratio. We are in session year-round, with 230 instructional days across the fall, spring and summer semesters. Most all classes are direct instruction; however, an on-line platform is utilized for high school credit achievement.

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
Jordan, Sheila	Principal	Provides administrative oversight of the program, including but not limited to: staffing, fiscal management, board of directors, Secures funding via grants, corporate and other sponsorships to ensure financial sustainability. Leads and maintains partnership with Volusia County Schools..
Beck, Scott	Other	Direct management of Instructional Staff (teachers, substitutes, and registrar). Ensures appropriate and timely documentation of student records (attendance, grades, report cards, transcripts, etc.). Creates and maintains student schedules and transcripts in FOCUS. Tracks student attendance and academic progress and communicates with counselor (and parents, as needed). Oversees student assessment process for Common, STAR, FSA and EOC testing.
Sagrani, Kerrie	Other	Provides oversight, supervision, and support related to the effective implementation of Pace's evidence-based Program Model. Ensures quality programing, commitment to the Pace mission, vision, culture, values/ guiding principles, strategic goals, and objectives of Pace Center for Girls. Manages and coordinates activities related to fidelity of the evidenced-based program model, including social services and academic components. Provides oversight to middle managers in the provision of 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. Facilitates cohesion in Academic and Social Service program components, to ensure the integration of Gender-Responsive, Strength-Based and Trauma Informed programming and Pace Values and Guiding Principles. Ensures quality programming that increases girls' resiliency and protective factors by improving relationships, increasing self-efficacy, and encouraging self-advocacy. Guides 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. Ensures stakeholders (DCF, DJJ, CFAB, United Way and VCS) requirements are met. Manages existing agency resources to maximize efficiency, utilization, and innovation. Represents Pace in the community by attending events, networking, providing informative presentations, increasing awareness of agency initiatives and forming effective collaborations/partnerships that further enhance the centers ability to provide girls and families with quality services.
Hughley, Brittney		Direct supervisor of Counselors and Counselor Interns . Ensures accuracy of entrance data for each student, to include individual, group, and monthly parent contact. Maintains monthly data checks to ensure integrity on an ongoing basis. Leads incentive programs and ceremonies to inspire improved attendance and to celebrate success. Also ensures engagement and collaboration of external stakeholders to support each student's attendance and academic goals. Regularly monitors success toward goal.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

education services provided through a contact with Pace Center For Girls

Demographic Information

Principal start date
Monday 8/22/2022, Sheila Jordan A

Total number of students enrolled at the school.
29

Total number of teacher positions allocated to the school.
5

Number of teachers with professional teaching certificates?
2

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	2	9	6	4	4	4	0	29
Attendance below 90 percent	0	0	0	0	0	0	1	5	4	2	3	3	0	18
One or more suspensions	0	0	0	0	0	0	1	2	0	1	0	1	0	5
Course failure in ELA	0	0	0	0	0	0	1	0	2	1	1	0	0	5
Course failure in Math	0	0	0	0	0	0	1	0	2	1	1	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	2	1	1	1	0	5
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	1	3	2	1	1	1	0	9
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	1	0	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	2	4	4	2	2	2	0	16

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 8/4/2022

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	6	7	7	5	6	3	34
Attendance below 90 percent	0	0	0	0	0	0	0	3	2	4	3	2	0	14
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	4	4	0	3	1	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	2	4	3	0	3	2	14
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	2	1	3	0	2	0	8

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	1	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	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		46%	51%					52%	56%
ELA Learning Gains								49%	51%
ELA Lowest 25th Percentile								37%	42%
Math Achievement		33%	38%					48%	51%
Math Learning Gains								49%	48%
Math Lowest 25th Percentile								38%	45%
Science Achievement		30%	40%					76%	68%
Social Studies Achievement		40%	48%					69%	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

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
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 2019-20	C & C Accel 2019-20
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
WHT	25			36							
FRL	19	31		20	31		15				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											

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	16
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	78
Total Components for the Federal Index	5
Percent Tested	92%

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	
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?

Attendance:
Attendance rates monitored through monthly, quarterly, and semester terms. Discussion of attendance rates during weekly care review and monthly parent contact meetings.
Common Assessment Reading:
Entry and exit Common assessments were facilitated to identify learning gains. During each girl's stay, she also engaged in STAR Reading testing every 9-12 weeks to monitor progress.

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

Attendance showed the most improvement with an increase of one percent overall. New actions included being more intentional in celebrating attendance to include attendance acknowledgements of 80% or higher and perfect attendance. As COVID-19 restrictions decreased, home visits were reinstated to increase family engagement.

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?

ELA/Reading gains demonstrated the greatest need of improvement. This area demonstrated decrease from 50% to 42% of girls completing entry and exit testing having demonstrated any gains. During the school year, Pace experienced three changes of the English teacher of record. However, the common assessment has its own set of challenges including the difficult feelings a girl may be experiencing at entry and exit. Our alternative monitoring program (STAR Reading assessment) also has a set of challenges to include girl's not acknowledging the seriousness of the assessment. Thus, Pace does not currently have a system to accurately monitor gains in ELA.

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

While we acknowledge the fact that our Common entry and exit scores learning gains have decreased, that is not evident when reviewing academic grades and course completion or overall girl engagement in the ELA classroom. Therefore, when considering girl's academic growth as a whole, we believe that we are beginning to see positive growth post-pandemic. Data points considered were all girls in 6th through 12th grade in ELA. Their final grades reported from the academic term which reflect 36 girls passing for the year as opposed to 3 failing.

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

Pace will begin to implement ELA and Reading targeted remediation through the use of Renaissance Learning's Freckle learning program and one-on-one tutoring. This program will be integrated in both the ELA and Reading classrooms throughout the school year on a weekly basis and scores on the Star Reading assessment will be reviewed every 9 to 12 weeks.

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.

Pace Volusia-Flagler has a professional learning community that consists of reading teachers which meet on a regular and on-going basis to review progress monitoring scores, student classroom placement, instructional resources, reading interventions, and curriculum development. Professional learning opportunities on teaching specific reading standards will be sought through both Volusia County Schools and Renaissance Learning as they are made available. Specific professional learning opportunities will be identified on an as needed basis, depending on the growth and change of student instructional needs throughout the school year.

To aid staff in addressing attendance challenges, teachers and leaders were introduced to Motivational Interviewing techniques to encourage engagement. Such trainings will be ongoing.

Areas of Focus:

#1. DJJ Components 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.	The 2021-2022 school year demonstrated challenges with girl attendance as evidenced by an overall school attendance rate of 71% as monitored by using internal attendance tracking, Pace Impacts. The majority of our girls continue to have ongoing struggles due to various reasons (COVID-19, transportation, limited familial support, history of truancy, mental health concerns, and other risk factors identified by DJJ).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase overall center attendance rate from 71% in the 2021-2022 school year to 75% by the end of the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Attendance will be taken during each class and recorded in data systems for the school district (FOCUS) and Pace (Pace Impacts). Daily emails from our attendance clerk with an ongoing detail of total absences and percentages. This data will be reviewed daily, monthly, quarterly, and annually to award incentives and/or adjust action items.
Person responsible for monitoring outcome:	Brittney Hughley (brittney.hughley-thompson@pacecenter.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Preventing Dropout in Secondary Schools Practice Guide Summary Recommendation #2: Provide intensive, individualized support to students who have fallen off track and face significant challenges to success. This can be achieved by 1. For each student identified as needing individualized support, assign a single person to be the student's primary advocate. 2. Develop a menu of support options that advocates can use to help students. Recommendation # 3: Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school. 1. Provide curricula and programs that help students build supportive relationships and teach students how to manage challenges. Recommendation #4: For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support. 1. Decide whether the small communities will serve a single grade or multiple grades.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Preventing Dropout in Secondary Schools Practice Guide Summary suggests the recommendations noted above. These recommendations would be easily integrated into the existing model and culture. Since many students join Pace with a history of poor attendance, providing intensive, individualized support is necessary at the start of the partnership. While our counselors act as a primary advocate in connection with the academic advisor, creating a menu of support options would further support their work.
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. |

Identify girls needing individualized support as evidenced by less than 70% attendance rate during 2021-2022 school year or less than 70% during a 3 month period. Also, identify girls at enrollment with an attendance history of concern.

| **Person Responsible** | Brittney Hughley (brittney.hughley-thompson@pacecenter.org) |

Assign each girl identified an advocate to provide individualized support

| **Person Responsible** | Brittney Hughley (brittney.hughley-thompson@pacecenter.org) |

Create a menu of support options for advocates to use to include attendance success plan/contract, home visits, monthly parent contacts, meetings with advocate, referrals for external services, daily attendance calls, attendance incentives, and possible individual transportation.

| **Person Responsible** | Brittney Hughley (brittney.hughley-thompson@pacecenter.org) |

Incorporate small communities, such as advising groups or specialized social service groups that assist students with building supportive relationships.

| **Person Responsible** | Brittney Hughley (brittney.hughley-thompson@pacecenter.org) |

Provide ongoing collaboration, trainings, and professional learning to all staff on motivational interviewing to support any needs they may have.

| **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.

#2. DJJ Components 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.

Based on the previous school year, 2021-2022, data in "Know Your Schools", 81% of students tested below passing level on FSA ELA. Thus, 19% were on or above grade level, scoring only on levels three and four. This year end assessment demonstrates learning throughout the school year. The population served at Pace often comes in with a substantial learning deficit.

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

Increase at or above grade level ELA state assessment scores from 19% in 2021-2022 (based on FSA ELA) to 24% or higher of girls completing the academic school year scoring at or above grade level (based on FAST progress monitoring and/or FSA ELA).

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

This goal will be monitored using state FAST progress monitoring assessments 3 times per school year, FSA ELA, as well as internal STAR assessments administered every 9-12 weeks.

Person responsible for monitoring outcome:

Scott Beck (scott.beck@pacecenter.org)

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

"Providing Reading Interventions for Students" recommends the following:
1. Recommendation # 3: Build students' world and word knowledge so they can make sense of the text.
a. Develop word knowledge that is relevant for making sense of the passage. Students need enough knowledge about a topic to read and understand a text on that topic.
b. Teach the meaning of a few words that are essential for understanding the passage. Identify words that are critical and conceptually central for understanding the passage but are likely to be difficult for students.
2. Recommendation # 3b: Consistently provide students with opportunities to ask and answer questions to better understand the text they read.
a. Explicitly teach students how to find and justify answers to different types of questions.
b. Provide ample opportunities for students to collaboratively answer questions. Provide opportunities for students to work collaboratively to answer each type of question.

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

After reviewing our current student's progress monitoring data and classroom observations, grades, teacher recommendations, it was determined that all of our girls would benefit from the above evidence based strategies identified by What Works Clearinghouse.

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.

Ensure reading curriculum includes topics relevant to the population and cultures represented at Pace. Such topics would include gender, racial, geographic culture.

Person Responsible   Scott Beck (scott.beck@pacecenter.org)

Host professional development trainings with teachers regarding "world knowledge" and "word knowledge" and how to support in various curricula quarterly through the Pace Reading PLC.

Person Responsible   Scott Beck (scott.beck@pacecenter.org)

Utilize "essential words" as vocabulary during class content, such as bell-ringers, discussions, or prior to readings.

Person Responsible   Scott Beck (scott.beck@pacecenter.org)

During all classes, when possible, introduce word knowledge activities to expand students understanding of words and how they apply to the world around them.

Person Responsible   Scott Beck (scott.beck@pacecenter.org)

School administration will provide short, focused, informal observations in the form of walkthroughs on a quarterly basis that result in follow-up conversations for reflection with classroom teachers.

During these observations and walkthroughs, school administration will be looking for evidence that teachers are addressing the ELA areas of focus. School administration will also engage in conversations with both teachers and students regarding the same areas of focus.

Following the observations and walkthroughs, school administration will spend time with classroom teachers discussing observations and evidence seen, as well as supporting any need for professional learning or resources for future classroom integration.

Person Responsible   Scott Beck (scott.beck@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.

#3. DJJ Components specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the previous school year, 2021-2022, data in "Know Your Schools", 80% of students tested below passing level on FSA Math. Thus 20% were on or above grade level, scoring only on levels three and four. This year end assessment demonstrates learning throughout the school year. The population served at Pace often comes in with a substantial learning deficit, which we seek to decrease through smaller class sizes and other interventions.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase at or above grade level math state assessment scores from 20% in 2021-2022 (based on FSA Math) to 25% higher of girls completing the academic school year scoring at or above grade level (based on FAST progress monitoring and/or FSA Math).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This goal will be monitored using state FAST progress monitoring assessments 3 times per school year, FSA Math, as well as internal STAR assessments administered every 9-12 weeks.
Person responsible for monitoring outcome:	Scott Beck (scott.beck@pacecenter.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	"Assisting Students Struggling with Mathematics" recommends the following: 1. Recommendation # 3: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. a. Provide students with the concrete and semi-concrete representations that effectively represent the concept or procedure being covered. b. Provide ample and meaningful opportunities for students to use representations to help solidify the use of representations as "thinking tools." 2. Recommendation # 3b: Building fluent retrieval of basic arithmetic facts. a. Provide instruction time to build quick retrieval of basic arithmetic facts. Consider using technology, flash cards, and other materials for extensive practice to facilitate automatic retrieval. b. Teach students how to use their knowledge of properties, such as commutative, associative, and distributive law, to derive facts in their heads.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	After reviewing our current student's progress monitoring data and classroom observations, grades, teacher recommendations, it was determined that all of our girls would benefit from the above evidence based strategies identified by What Works Clearinghouse.

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.

Create and share a list of common concrete and semi-concrete representations that teachers can use in various classrooms. This list to be provided in September 2022 and teachers to report out in quarterly CAPE - Center Accountability and Performance Excellence committee meetings.

Person Responsible	Scott Beck (scott.beck@pacecenter.org)

Implement the use of concrete and semi-concrete representations during bell-ringers and/or down time across curricula with relative topics. Share examples of how to do so with teachers

Person Responsible	Scott Beck (scott.beck@pacecenter.org)

Implement brainstorming opportunities, professional development, training opportunities, and collaboration across curricula to identify opportunities for students to implement the use of concrete and semi-concrete representations as well as diagram and pictorial representations. To be completed during quarterly CAPE Team meetings.

Person Responsible	Scott Beck (scott.beck@pacecenter.org)

School administration will provide short, focused, informal observations in the form of walkthroughs on a quarterly basis that result in follow-up conversations for reflection with classroom teachers.

During these observations and walkthroughs, school administration will be looking for evidence that teachers are addressing the Math areas of focus. School administration will also engage in conversations with both teachers and students regarding the same areas of focus.

Following the observations and walkthroughs, school administration will spend time with classroom teachers discussing observations and evidence seen, as well as supporting any need for professional learning or resources for future classroom integration.

Person Responsible	Scott Beck (scott.beck@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.

Attendance will be taken during each class and recorded in data systems for the school district (FOCUS) and Pace (Pace Impacts). Daily emails from our attendance clerk with an ongoing detail of total absences and percentages. This data will be reviewed daily, monthly, quarterly, and annually to award incentives and/or adjust action items.

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

Daily attendance records will be reported to staff several times a day. The reported attendance will include overall attendance percentages and number of days absent for girls who are absent.
Monthly attendance percentages will reported to all staff members during a monthly staff meeting.
Yearly attendance percentages will also be reported to Volusia County Schools and to Pace Center For Girls' National Office.

Describe how implementation will be progress monitored.

Monthly attendance percentages will be monitored by the Social Services Manager and the Academic Manager. These percentages will be used to monitor the effectiveness of attendance incentives being offered in the center.

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
For each student identified as needing individualized support in the area of attendance, assign a single person to be the student's primary advocate.	Hughley, Brittney, brittney.hughley-thompson@pacecenter.org
Develop a menu of support options that advocates can use to help students.	Hughley, Brittney, brittney.hughley-thompson@pacecenter.org