Pasco County Schools

Pace Center For Girls

2022-23 Ungraded Schoolwide Improvement Plan

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Pace Center For Girls

7619 LITTLE ROAD, New Port Richey, FL 34654

www.pasco.k12.fl.us

Demographics

Principal: Paul Lipinski

Start Date for this Principal: 8/24/2022

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)	85%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic 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 Pasco 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.

Provide a world-class education through an individualized, holistic approach through both academics and counseling for all students

Provide the school's vision statement.

All of our students achieve success in college, career, and life.

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

Pace serves at-risk teenage girls between 11-17 years old. All students have 3 or more risk factors such academic underachievement, substance abuse, mental health, etc. Pace provides onsite licensed mental health therapist to provide social emotional support and therapeutic counseling services combined with a strength-based, trauma-informed, and gender responsive teaching and counseling staff to support each student in a holistic approach for academics and counseling.

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
Holyoke, Shawn	Assistant Principal	
Wald, Hannah	Other	
Goff, Kelli	Transition Specialist	
Collins, Marijulia	School Counselor	
Mroz-Perez, Justine	Teacher, ESE	
Shelton, Renee	Other	
DeWalt, Travis	Principal	

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
Wednesday 8/24/2022, Paul Lipinski

Total number of students enrolled at the school.
57

Total number of teacher positions allocated to the school.
6

Number of teachers with professional teaching certificates?
5

Number of teachers with temporary teaching certificates?
1

Number of teachers with ESE certification?
6

Identify the number of instructional staff who left the school during the 2021-22 school year.
1

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	2	11	8	15	13	8	57
Attendance below 90 percent	0	0	0	0	0	0	0	1	7	3	4	4	2	21
One or more suspensions	0	0	0	0	0	0	0	0	5	0	0	7	4	16
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	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	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	

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	0	0	0	0	0	0	

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 8/24/2022

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	7	14	3	11	5	6	46
Attendance below 90 percent	0	0	0	0	0	0	0	1	7	0	5	2	3	18
One or more suspensions	0	0	0	0	0	0	0	3	6	1	6	1	0	17
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	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	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on ELA or math statewide assessment	0	0	0	0	0	0	0	1	5	2	5	2	5	20
Course failure in ELA or math	0	0	0	0	0	0	0	2	9	1	8	4	4	28

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	9	1	9	3	5	29

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	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		51%	51%					57%	56%
ELA Learning Gains								53%	51%
ELA Lowest 25th Percentile								41%	42%
Math Achievement		35%	38%					56%	51%
Math Learning Gains								49%	48%
Math Lowest 25th Percentile								42%	45%
Science Achievement		50%	40%					70%	68%
Social Studies Achievement		49%	48%					73%	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						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State 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
FRL	20	50		25	27						

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
WHT	31	40		11	36		10	50			
FRL	22	42		8	29		14	38			

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
WHT	22	77		9	17		25	39			
FRL	24	75		7	21		21	39			

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	23
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	140
Total Components for the Federal Index	6
Percent Tested	80%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

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 plans were implemented for students falling below 80% onsite attendance by offering incentive plans, biweekly counseling sessions and monthly parent contact meetings to address any attendance concerns.

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

Attendance -
Due to the various incentive plans and counseling supports, classroom incentives, and recognition - attendance showed 3% improvement year-over-year comparisons.

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?

Math and Reading gains to ensure students are on-level or above. Based on quarterly STAR testing, District Exams, and standardized test results, these two areas are in need of improvement.

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

Most students attribute low test scores or below grade level results due to outside influences such as poverty, low motivation, lack of outside support systems at home. Data supports 78% of students are below grade level in the areas of math and reading upon enrollment into Pace programs. Successful completion of the Pace program have produced results in 95% academic improvement ratings based on the key indicator reports.

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

After-hours tutoring, study hall support groups, targeted interventions to provide small group and/or 1-on-1 support to students below grade level in math and reading.

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.

Targeted supports for skill building foundational supports, small group, 1-on-1 support, ESE evaluations, and/or 504 accommodations to provide additional classroom or differentiated supports.

Areas of Focus:

#1. DJJ Components specifically relating to Grade Advancement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students enroll at PACE for a variety of reasons and risk-factors, one being academic under achievement. Many students have failed various courses due to poor attendance, low motivation to attend school, and puts them behind their cohort year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	70% of the credit recovery courses that students participate in will have a passing score of 70% or better. This will allow them to earn the credits while also improving their cumulative grade point average and earning the credits to advance to the next grade level.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Grades and credits will be monitored biweekly, monthly, quarterly, and per semester to ensure students are on track. District guidance counselor will review student progression plans and grad plans to track progress.
Person responsible for monitoring outcome:	Hannah Wald (hannah.wald@pacecenter.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Students will receive their Weekly Academic Progress (WAP) reports from their Academic Advisors weekly to review their overall grades and academic progress. Students and parents have access to District gradebook to monitor grades and progress.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Students will have access to APEX credit recovery through an online format. Students must meet the 24-credit or 18-credit plan for graduation and a significant component is earning the initial credits and recovering lost credits. Students may access their grades and progress for any missing assignments and/or progress to ensure they are on track.

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. Academic Advisors/Teachers will meet weekly with students to review their overall academic progress.
2. Academic Manager and DJJ Guidance counselor will monitor weekly progress of students enrolled in APEX credit recovery courses to ensure they are making adequate progress towards their recovery needs.
3. Teachers will provide a Weekly Academic Progress (WAP) Report to students to show progress.
4. Teachers will implement B.E.S.T. standards into curriculum content and professional development opportunities and trainings to ensure compliance with implementing these standards.
5. Incentives will be implemented for students who are on track and meeting their goals.

Person Responsible	Renee Shelton (renee.shelton@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	This area impacts all subgroups and will be monitored through biweekly academic advising, biweekly counseling sessions, and monthly parent contact meetings. Teachers and counselors will collaborate with students and parents to review progress monitoring plans to ensure adequate progress is being made towards overall goals.

all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. Other specifically relating to Transition	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students enroll at PACE for an approximate length of stay for 12-15 months. Many students recover a significant number of credits, earn new credits, and improve their overall GPA while enrolled at PACE. Our goal is to ensure students are ready and able to transition back to their zoned schools on track to graduate with their cohort year while meeting all district and state curriculum standards and graduation requirements.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	70% of our students will enroll in their zoned school, in their county of residence, within one week of transitioning from PACE.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will monitor their own progress and advocate for appropriate support from instructional staff. Transition Specialist will track entry/ exit scores of STAR and DJJ Common Assessments scores to show learning gains, as well as follow up with zone schools or next placements for successful enrollment once transitioning from the Pace program. Transition Specialist will meet monthly with students upon transition to support self-advocacy and additional supports for success after Pace.
Person responsible for monitoring outcome:	Kelli Goff (kelli.goff@pacecenter.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The goal is for 97% or higher successful transitions from Pace to either zone schools, graduation, vocational, and college & career readiness levels when students transition from Pace.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	DJJ and PACE has a requirement to monitor successful transition of students who leave DJJ programs. With the new criteria for rating programs based on regular attendance at the zoned school, we must make sure the students have everything they need to enroll as a successful first step to a successful attendance record.

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.Prior to transition, PACE counselor, Academic Manager, parent, student, District Transition Specialist, and District ESE teacher (if applicable) will meet to review transition plan and processes to ensure a successful transition.
2.School counselor, Academic Manager will review credits, recovery needs, required tests, and school placement.
3.District Transition Specialist will notify receiving school of student enrolling and assist with registration procedures and/or next steps as needed.
4. PACE provides one year of transition services with PACE Transition Specialist to ensure follow up on enrollment and overall success after leaving PACE.

Person Responsible	Kelli Goff (kelli.goff@pacecenter.org)
Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups,	All students regardless of subgroup aim for successful transitions and placements after Pace.

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 ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Pace serves students who have multiple risk factors that may contribute to inhibiting their academic success. These risk factors include truancy, academic underachievement, dropping out, delinquency, histories of physical and sexual abuse, substance abuse, and/or running away. Due to these factors, gaps in their education has most students well below grade level in the areas of Math and ELA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Girls enrolled with Pace will increase their ELA scores on the FSA or FAST exams by at least 3% by the end of the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Targeted interventions to include small group, 1-on-1, after school tutoring, and test prep strategies will be implemented across all subjects, through integrating technology and increased reading opportunities to improve comprehension and fluency.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Pace offers gender responsive services through classroom setting and on site counseling services as an encouraging factor to attendance and punctuality. Data supports improved attendance and class participation to overall improvement with grades.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Classrooms at Pace have a small teacher/student ratio (14:1) to offer more individualized supports. This model allows more 1-on-1 targeted interventions and differentiation to support each student and customize learning plans to best support them.

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. Students review grades weekly and academic goals biweekly with the Academic Advisor through progress monitoring sessions.
2. Counselors review grades during biweekly counseling sessions and monthly parent contact meetings to ensure on-track behaviors.
3. Parents and students have access to the parent portal through the District's MIS data system to review grades, monitor progress, and receive quarterly and semester report cards.

Person Responsible	Renee Shelton (renee.shelton@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	The classroom settings and student/teacher ration benefits all subgroups for improved performance.

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.

Pace offers gender responsive services through classroom setting and on site counseling services as an encouraging factor to attendance and punctuality. Pace policy requires notification of parents/guardians every time a student is not in attendance. Pace requires an attendance rate of at least 80% in order to receive credit for classes.

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

Pace will share plans and expectations with students and families to help support positive attendance requirements.

Describe how implementation will be progress monitored.

Counselors will monitor daily attendance and implement attendance plans for any student falling below the 80% required onsite attendance goal. Teachers will track attendance per class period and daily attendance calls will be made to parents for any student not present each day.

Action Steps to Implement:

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

Action Step	Person Responsible for Monitoring
1. Track and monitor daily attendance 2. Counselor will make daily attendance calls to any parent whose child is not at school by 9:00am each day. 3. Teachers will track each class period attendance and enter in District MIS system for accurate tracking. 4. Attendance plans will be implemented for any student who falls below the 80% goal.	Wald, Hannah, hannah.wald@pacecenter.org