

Miami-Dade County Public Schools

Pace Center For Girls



2022-23 Ungraded Schoolwide Improvement Plan

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Pace Center For Girls

1400 NW 36TH ST STE 200, Miami, FL 33142

[no web address on file]

Demographics

Principal: Alberto Iber

Start Date for this Principal: 1/1/2020

| | |
|--|--|
| 2021-22 Status (per MSID File) | Active |
| School Function (per accountability file) | DJJ |
| School Type and Grades Served (per MSID File) | High School 6-12 |
| Primary Service Type (per MSID File) | Alternative Education |
| 2021-22 Title I School | No |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 71% |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | |
| School Improvement Rating History | 2021-22: No Rating 2020-21: No Rating 2018-19: No Rating 2017-18: No Rating 2016-17: No Rating |
| DJJ Accountability Rating | 2023-24: Commendable |

School Board Approval

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

SIP Authority

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

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

CSI schools can be designated as such in 2 ways:

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

DJJ Unsatisfactory Ratings are based on percentages by program type:

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

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

Purpose and Outline of the SIP

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

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Our vision for our Pace girls is 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 is a voluntary day program located in Allapattah, Miami. This Center is one of 21 Centers across the state of Florida with 2 Centers in Georgia. Pace is recognized nationally as a model for reducing recidivism and improving school success, employment and self-sufficiency amongst girls aged 11-17. Girls are enrolled in the intervention-prevention day program for 12 – 36 months.

Up to 60, 11-17 year old girls are served daily with the goal to transition back to their home schools, to college and/or employment. This is achieved through a holistic approach of academic instruction and social services. A small classroom environment is offered to each girl. There is a teacher-student ratio of 1:12/14 and each girl has a counselor. The intention is to clear the child's mind, clouded due to trauma and enable her to enjoy learning and discovery once again. As she progresses within the Pace Miami program our girls improve academically, modify their behavior by adapting positive coping skills and take on leadership roles within the center. Sixty-one percent of the girls self-report as Black, 38% self-report as White, while 1% self-report as Asian. Forty-one percent of the girls are Hispanic. All Pace girls have experienced trauma and suffer from 3 out of 5 risk factors: Behavior risks, school risks, victimization risks, physical or mental health risks, and family instability. 69% of the girls came to Pace Miami with behavior risks; 97% with school risks; 78% with victimization risks; 86% with physical or mental health risks; and 99% with family risks. 84% of Pace Miami girls are below the national poverty level. Poverty is closely associated with delinquency and academic underachievement. Pace offers breakfast and lunch through the National School Lunch Program.

Our evidence-based program integrates academia, counseling, and life, health and wellness management instruction while offering a three year after program. The ultimate goal is to assist our girls in breaking the multi-generational cycle of poverty – so they can expand their lives with a healthy and fruitful approach. Pace Miami leadership works closely with our EAOP team for administrative guidance, teacher coaching, academic counseling and behavioral modification. The Pace Outreach Counselor works with MDCPS teachers, principals, and counselors, in addition to the Juvenile Justice system to gain referrals for our program as we are recruiting girls year-round. Our program is 12 months, ensuring girls of grade recovery and grade promotion.

84% of our girls improve academically, 94% have no involvement with the juvenile justice system after one year and 77% are in school, higher education, or employed after transitioning from Pace Miami. This is achieved through a model based on the foundational pillars of a Gender Responsive, Trauma Informed and Strength Based approach and environment.

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 |
|---------------------------|-------------------------|---|
| Powell-Gayle, Shevaun | Praogram Director | Oversee and supervise all aspect of the academic and social services program. Instructional Leader School leader Monitors instruction and implementation of standards-based instruction Monitor school-wide student achievement Professional Development Lead Teacher evaluation Master Schedule Lead Teacher coaching School safety and security school-wide discipline Threat assessment team member |
| Thompson-Giordano, Sherry | Executive Director | Oversees and responsible for Pace Center for Girls Miami program School/center safety and security Threat assessment team member Manages the overall development of the program Financial and budget audits FTE audits DJJ audits Community and Partnership Liaison Write grants and find funding opportunities for the center |
| Romero, Ereka | Social Services Manager | Supervise counselors and manages social services DJJ Compliance/Audits DCF Audits Threat assessment team member |
| Myles, Diana | | Support students' IEP by working with Pace administrators and the MTSS team Supports the Social Services Team at Pace with any mental health/emotional wellness issues concerning our girls Provides counseling as needed and facilitates parent meetings to assess the needs and provide referrals for services as needed. |
| Clark, Theron | | Educational Alternative Outreach Program principal |
| Antonini, Enrique | | Math and Science coach - provides support to the math and science teachers through coaching and mentoring |
| Hansen, Susan | | Provides academic guidance for students |
| Alonso, Nadeshka | | Testing Coordinator Provides training on testing protocol and administration |

| Name | Position Title | Job Duties and Responsibilities |
|----------------|--|---------------------------------|
| Lewis, Felicia | Reading Coach | |
| Meneses, Edith | Supports ESE services. | |
| Lafaille, Eddy | Educational Alternative Outreach Program Assistant Principal | |

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Pace Center for Girls www.pacenter.org

Demographic Information

Principal start date

Wednesday 1/1/2020, Alberto Iber

Total number of students enrolled at the school.

34

Total number of teacher positions allocated to the school.

7

Number of teachers with professional teaching certificates?

2

Number of teachers with temporary teaching certificates?

2

Number of teachers with ESE certification?

0

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

3

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

0

Demographic Data

Early Warning Systems

2022-23

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 6 | 6 | 8 | 3 | 3 | 35 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 4 | 1 | 1 | 3 | 0 | 16 |
| 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 | 3 | 3 | 3 | 2 | 1 | 3 | 15 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 2 | 1 | 0 | 3 | 12 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 2 | 3 | 0 | 0 | 17 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 1 | 1 | 2 | 1 | 0 | 12 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 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 | 5 | 6 | 6 | 3 | 3 | 0 | 0 | 23 |

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 7/27/2022

2021-22 - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 9 | 5 | 6 | 5 | 6 | 32 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 8 | 3 | 6 | 3 | 5 | 26 |
| 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 | 5 | 2 | 3 | 1 | 3 | 14 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 2 | 3 | 20 | 3 | 34 |
| 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 | 6 | 2 | 3 | 0 | 3 | 14 |

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 | 0 |
| Students retained two or more times | 0 | 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 | | 54% | 51% | | | | | 59% | 56% |
| ELA Learning Gains | | | | | | | | 54% | 51% |
| ELA Lowest 25th Percentile | | | | | | | | 48% | 42% |
| Math Achievement | | 42% | 38% | | | | | 54% | 51% |
| Math Learning Gains | | | | | | | | 52% | 48% |
| Math Lowest 25th Percentile | | | | | | | | 51% | 45% |
| Science Achievement | | 41% | 40% | | | | | 68% | 68% |
| Social Studies Achievement | | 56% | 48% | | | | | 76% | 73% |

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 | 8 |
| 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 | 40 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 95% |

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?

Attendance - Attendance was tracked and monitored through Pace Impacts database. This was done on a monthly basis.
 Multi-tiered System of Supports - Weekly meetings with the district's MTSS team for consultation and collaboration to get input regarding interventions and support for students.
 Grade Progression - The district counselor meets with girls regularly to review academic status and grade progression.
 Graduation - The district counselor meets with seniors regularly to review academic status and graduation requirements.

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

Attendance data shows there was a 3% increase in attendance from 68% to 71%.

Grade progression showed the most improvement. 100% of our students met grade promotion criteria and we had no student retained.

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?

The greatest need for improvement remains student attendance. There are a lot of barriers that cause a student to have poor attendance or be truant. As a result, student achievement and academic improvement are negatively impacted. State assessment data in reading and math proves this to be true. Additionally, state assessment data shows continued room for improvement in reading.

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

The trends that emerged from the FSA data shows that students are not proficient in ELA or Mathematics and are making minimal academic learning gains in reading. Math showed and improvement of a 30% learning gains.

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

In order to accelerate learning, there will be a focus on using data to drive instruction, the use of formative assessment across all disciplines, standards-based instruction, differentiated instruction and student centered learning as well as student engagement. Additionally, core instruction will be monitored and adjustments will be made based on the outcomes of monitoring.

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.

Professional development will focus on active student engagement, small-group differentiated instruction, using data to make instructional decisions, and progress monitoring of at-risk students.

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.

Based on the data reviewed, we have identified student attendance as an area of continued focus for Pace Center for Girls Miami. School attendance directly affects all other areas of our program. When students attend regularly, grades increase, test scores increase, social-emotional learning improves, and students feel an increased connection to their school. Most of our students come to our program with truancy and attendance issues. Even after enrolling at Pace, we see that students continue to struggle with consistent attendance as this is directly related to our girls' traumatic experiences and unstructured and inconsistent home environments.

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

In the last year, the attendance rate was 66%. Our goal is to achieve 80% school attendance during the 2022-23 school year. Ultimately, we believe that by attaining this outcome, all girls can experience academic, personal and familial growth.

We will monitor school wide attendance on a daily basis by posting our daily percentages on an attendance board, making daily attendance calls to parents/guardians, and addressing attendance during bi-weekly, individual counseling sessions as well as during monthly parent meetings. Incentives will be awarded to students meeting the weekly goal through the attendance wheel and Beautique (incentive store). Girls also participate in the Growth and Change system in which attendance is encouraged and recognized during monthly Growth and Change Ceremonies. The attendance committee will evaluate all interventions for effectiveness.

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

Person responsible for monitoring outcome:

Ereka Romero (ereka.romero@pacecenter.org)

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

Research by Pace Center for Girls regarding behavior modification resulted with the "Pace's Growth and Change System." The Growth and Change System is a process for girls to reach their highest potential through behavior modification and positive recognition. This system is aligned with Pace's Values and Guiding Principles, mission, philosophy and our culture of Caring, Results, Purpose and Learning.

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

Pace's Growth and Change system addresses student attendance, allowing students to self-assess progress and learn how attendance affects all other areas. A girl moves from one stage to the next, learning to internalize successes, receive positive recognition, and acquire positive behaviors that encourage growth and change. Through introspection, self-management and skill building, girls will use the system to benchmark their progress and success. The system is intended to be collaborative, positive, motivating and encouraging as a girl finds her voice, strength and greatness. Girls enrolled in the Pace program will participate in the Growth and Change system. Through each girl's care team, staff will work together to review her progress as she completes her stage tasks. Staff also evaluates goal achievements and reviews a girl's weekly Growth and Change Point Sheets to determine in the best objective manner when a girl is ready to move to the next stage.

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.

Counselors lead monthly Growth and Change groups and facilitate monthly Growth and Change Ceremony.

Person Responsible Ereka Romero (ereka.romero@pacecenter.org)

Attendance Wheel spinning activity to incentivize attendance.

Person Responsible Ereka Romero (ereka.romero@pacecenter.org)

Counselors implement attendance plans and conduct bi-weekly counseling sessions addressing attendance.

Person Responsible Ereka Romero (ereka.romero@pacecenter.org)

Academic Advisors address attendance percentages during individual progress monitoring session.

Person Responsible Shevaun Powell-Gayle (shevaun.powell-gayle@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.

Progress monitoring will take the form of quarterly STAR testing with reviews of performance measured over time. Attendance is a crucial element of student performance; thus, we have emphasized attendance as one of our main areas of focus.

#2. Other specifically relating to Professional Development

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 classroom walkthroughs, formal observations, teacher feedback and student data, there is a need for the implementation of ongoing professional development (PD). PDs will provide opportunities for teachers to collaborate, reflect on growth-oriented approaches towards investigating and learning about their instructional practices and best practices in order to improve students' learning.

Measurable Outcome:

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

To build teacher capacity, 100% of teachers will actively participate in bi-weekly collaborative training and PDs and will implement best practices learned through these sessions in their classroom.

Monitoring:

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

Program Director will facilitate professional learning sessions as well as conduct frequent classroom walkthroughs and observations and provide timely feedback to teachers.

Person responsible for monitoring outcome:

Shevaun Powell-Gayle (shevaun.powell-gayle@pacecenter.org)

Evidence-based Strategy:

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

Teachers and Program Director will meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students.

Rationale for Evidence-based Strategy:

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

Ongoing Professional Development will become a part of the culture at Pace Miami where teachers will work collaboratively to review student data and challenge assumptions and practices about their current teaching practices. The rationale for this is to improve instructional practices which will ultimately close achievement gaps and academic deficiencies among our girls.

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 implement PD Plans

Person Responsible

Shevaun Powell-Gayle (shevaun.powell-gayle@pacecenter.org)

Plan and implement ongoing professional development based on student data, teacher needs and observations.

Person Responsible

Shevaun Powell-Gayle (shevaun.powell-gayle@pacecenter.org)

Monitor effectiveness of PD by reviewing student data every nine weeks as well as teacher instructional practices.

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.

Classroom walkthroughs will be done frequently by the Program Director to ensure that instructional strategies and best practices are implemented in the classroom. Student work and data will also be reviewed to monitor student academic improvement.

#3. 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 data shows that students are not proficient in ELA and are not making learning gains. Students need to be taught foundational skills and reading strategies to improve their skill deficits and loss of learning in order to accelerate in learning current grade-level standards.

Measurable Outcome:

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

Increase ELA learning gains by at least 5% percentage points as determined by state assessments for the 2022-23 school year.

Monitoring:

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

This area of focus will be monitored weekly through instructional focus walks conducted by the Program Director and feedback from district instructional reading coach based on her coaching cycles and observations. STAR diagnostic assessments will be utilized for progress monitoring throughout the year, along with additional measures such as district assessments and diagnostics. Data Chats will occur bi-weekly to monitor student progress and adjust strategies as needed. During Data Chats teachers and Program Director will review data and student progress, lesson plans, action plans, needs for professional learning and adjustment to small group instruction.

Person responsible for monitoring outcome:

Shevaun Powell-Gayle (shevaun.powell-gayle@pacecenter.org)

Teacher will use formative assessments to focus on specific skill deficits, assessment and remediation. Formative assessments will be determined by the teacher, instructional coach and Program Director through collaboration, based on current needs of the curriculum as well as foundational deficits that need to be addressed.

Evidence-based Strategy:

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

Reading and English teacher and instruction Reading Coach will collaboratively plan for and effectively implement standards-based instruction during the whole group section of the 180-minute Reading block. Teachers will effectively implement small group-differentiated reading instruction aligned to student's level of need. Students below grade level will receive scaffolded instruction at their level as well standards-based instruction at their current grade level.

Rationale for Evidence-based Strategy:

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

Research shows that students need a combination of instruction at their instructional reading level and at the level of current grade level of the standards to be successful. Focusing instruction on student areas of deficiency while also addressing and focusing on intense instruction based on current grade-level standards will increase learning gains for students and/or reading proficiency.

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. Professional Development on B.E.S.T ELA standards
2. Monitor and ensure teachers are following the district's pacing guides

3. Teachers will use standards-aligned whole group and small group resources provided in the district's pacing guides as well as researched based standards aligned resources
4. Program Director and Reading Coach will monitor instruction and outcomes through classroom walkthroughs, data chats and planning sessions

Person Responsible Shevaun Powell-Gayle (shevaun.powell-gayle@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.

#4. DJJ Components specifically relating to Graduation

Area of Focus Description and Rationale:

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

Our strategy for ensuring successful transitions and graduations is to utilize progress monitoring practices and goal setting for all Pace students from enrollment to transition. We have several processes in place that allow us to monitor, support and reassess goals regularly.

Measurable Outcome:

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

During the 2022-23 school year 100% of 12th grade students will graduate or successfully transition to their home school or an adult education/career program.

Monitoring:

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

The area of focus of instructional practice specifically relating to graduation will be monitored by successful transitions and graduation rates. The desired outcome is for Pace students to successfully transition and graduate high school. Due to the length of stay of Pace girls, there are students that may successfully transition back to a mainstream high school or others that will graduate from Pace. We will monitor these through our Pace transition process and contacts as well as through our own Pace graduation rates.

Person responsible for monitoring outcome:

Ereka Romero (ereka.romero@pacecenter.org)

Evidence-based Strategy:

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

Student goal setting and progress monitoring goals for academic skill improvement.

Rationale for Evidence-based Strategy:

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

Research shows that when students set academic goal, and are given opportunities to monitor their progress, they are more likely to meet those goals and ultimately meet academic success.

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.

Counselors and Academic Advisors will regularly assess Pace girls' transition plans and projected transition dates during the girls' enrollment. Girls and Parents will be a part of the transition process to ensure that a collaborative approach is taken and a successful transition happens for each girl.

Person Responsible

Ereka Romero (ereka.romero@pacecenter.org)

Academic Manager will schedule weekly academic guidance sessions with EAOP school counselor and Pace Counselors to help identify goals, areas of development needed and assess status of graduation requirements met.

Person Responsible

Shevaun Powell-Gayle (shevaun.powell-gayle@pacecenter.org)

Social Services Manager will review all Transition Plans and will support the transition process by participating in meetings, identifying next placements and working with the Counselors on ensuring that girls have a successful transition.

Person Responsible

Ereka Romero (ereka.romero@pacecenter.org)

Monitoring ESSA Impact:

Our main goal as an educational institution is moving students successfully to graduation. We have emphasized graduation as one of

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.

the main goals of our institution. Our progress monitoring plans support student progression and, ultimately, graduation.

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.

Parent Engagement

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

Research shows that a family's engagement has a direct positive impact on a child's academic success. Parent involvement also leads to reduced absenteeism and promotes better behavior. Parent engagement will be a focus at Pace Miami for the 2022-23 school year. Data will be collected through parent surveys and questionnaires as well as measurements of attendance counts at family-school events. Data collected will be analyzed by the school's leadership team to identify trends, opportunities for growth, and successes. The data will also help the center improve parent engagement initiatives.

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

Pace will communicate with parents, families and other stakeholders through monthly newsletters, flyers, e-mail, phone call/text messaging, social media, parent-teacher conferences, Open House and family nights.

Describe how implementation will be progress monitored.

Executive Director and Program Director will oversee and monitor home-school communications and all parental engagement activities from planning stage to implementation to ensure success.

Documents for meetings and activities with dated meeting agendas and dated sign-in sheets

Meeting minutes, meeting notes/summary, presentation slides, or sample handouts to show evidence of topics discussed

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 |
|-----------------------------------|--|
| Open House | Powell-Gayle, Shevaun, shevaun.powell-gayle@pacecenter.org |
| Family Nights | Romero, Erika, erika.romero@pacecenter.org |
| Curriculum Nights | Powell-Gayle, Shevaun, shevaun.powell-gayle@pacecenter.org |
| Providing Volunteer Opportunities | Romero, Erika, erika.romero@pacecenter.org |