Pace Center For Girls

2022-23 Ungraded Schoolwide
Improvement Plan

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Pace Center For Girls

3612 W EDUCATIONAL PATH, Lecanto, FL 34461

www.pacecenter.org /locations/citrus

Demographics

Principal: Carole Savage

Start Date for this Principal: 1/22/2019

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	DJJ
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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: Acceptable

School Board Approval

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

SIP Authority

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

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

CSI schools can be designated as such in 2 ways:

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

DJJ Unsatisfactory Ratings are based on percentages by program type:

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

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

Purpose and Outline of the SIP

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

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

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

When a girl enters our program we identify risk factors that are associated with their experiences. This includes victimization, prior suspensions/expulsions, learning disabilities or course failures, anti-social behaviors and relationships, family instability, and health risks. These risk factors play into girls' experiences with trauma, identified by adverse childhood experiences. Pace provides a gender-responsive, trauma-informed, and strength-based services to create protective factors to support our girls

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
Darby, Carrie	Assistant Principal	Oversees day to day supervision of school facility and educational staff. All state and DJJ testing requirements, Ensures all classes offered are aligned with state standards and pacing. Ensure daily attendance and all grading is entered. Ensures all Title one documentation for school is in order. Handles all communication with the school district regarding intakes and transitions at Pace. Ensures all student ESE needs are being addressed and followed.
Savage, Carole	Principal	Provides a positive school culture, maintains a positive behavioral system, Supervises all staff, lead professional development, and track student progress and learning. Set school-wide incentives for positive behaviors. Supervises the assistant principal.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Pace Citrus provides educational services.

Demographic Information

Principal start date
Tuesday 1/22/2019, Carole Savage

Total number of students enrolled at the school.
28

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?
1

Number of teachers with ESE certification?
2

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	4	4	4	6	8	3	29
Attendance below 90 percent	0	0	0	0	0	0	0	3	3	3	3	5	2	19
One or more suspensions	0	0	0	0	0	0	0	0	1	0	1	1	3
Course failure in ELA	0	0	0	0	0	0	0	1	3	0	1	3	2	10
Course failure in Math	0	0	0	0	0	0	0	2	1	2	0	2	1	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	1	1	4	4	1	11
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	2	1	2	0	0	0	5
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	3	3	2	5	2	17

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	2	0	0	0	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

Friday 7/22/2022

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	1	8	4	6	9	6		40
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	0	1	0		2
One or more suspensions	0	0	0	0	0	0	0	4	2	1	0	1	1	9
Course failure in ELA	0	0	0	0	0	0	0	1	2	1	1	0	1	6
Course failure in Math	0	0	0	0	0	0	1	2	3	2	4	7	5	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	2	2	2	3	5	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	3	2	1	2	6	4	18
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	1	4	3	3	3	6	5	25

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		45%	51%					57%	56%
ELA Learning Gains								53%	51%
ELA Lowest 25th Percentile								41%	42%
Math Achievement		26%	38%					56%	51%
Math Learning Gains								39%	48%
Math Lowest 25th Percentile								40%	45%
Science Achievement		35%	40%					80%	68%
Social Studies Achievement		38%	48%					79%	73%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
FRL	36	30									
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	18	36									
FRL	14	33									
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	21
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	84
Total Components for the Federal Index	4
Percent Tested	86%
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	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

The areas of focus from the previous year at Pace Citrus were to reduce the number of girls in the subgroup economically disadvantaged scoring Level 1 in Math. The number of level 1 FSA students was to be reduced from 60% to 40%. Progress monitoring was conducted by the Star test every 9-12 weeks to identify specific math areas of growth.

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

The data component that showed the most improvement was the 6-8 grade Math FSA scores. The school has added several remediation programs to assist students in targeted areas in math. Several remediation tools have been added for students to practice fundamental math skills.

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 area that needs the greatest improvement is high school reading achievement scores. Only 20% of high school students improved Reading FSA scores from Level 1 to Level 2. The problematic area in reading overall is reading comprehension. Students are not understanding or retaining what they are reading. Student Star scores in Reading have shown specific reading deficiencies. Remediation reading programs will assist students with missing skills and practice B.E.S.T standards in ELA. Girls are Star tested every 8 weeks to monitor reading progress .

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

Trends demonstrated that high school girls were not consistently engaged in coursework and were impacted by teacher turnover. Student lack of engagement in reading is evident in all grade levels at Pace (6-12).

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

1. Students can be given limited choice options to offer engagement and buy-in to accelerate learning once students find interest in their selected work.
2. Students should be given tools to build on key aspects of knowledge in advance of instruction to address required prerequisite skills.
3. Students need to build confidence in their skills to be able to work independently and increase academic gains.

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.

All teachers will be trained on IXL and Study Island to increase student time for remediation of reading and listening comprehension skills and how to integrate reading into all classes.

Areas of Focus:

#1. ESSA Subgroup specifically relating to Economically Disadvantaged	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our area of focus is to increase the number of 9-10th grade girls who pass math courses. As in all learning environments, there is a flux in the engagement of the girls. Students are not focused on math skills and lack basic math abilities. The lack of engagement and attention has led to minimal gain in grades and testing scores. The school is focused on adding several additional evidence-based strategies that will increase engagement and basic skills in math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase the percentage of 9th and 10th graders' math passing rates from 56% to 80%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Girls will complete the Math Star test to be converted to the Math FSA equivalent. This will demonstrate the FSA trends for each girl, and each subgroup (grade).
Person responsible for monitoring outcome:	Carole Savage (savagec@citrusschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	A number of classroom practices are supported by moderate levels of evidence, even if they have not yet met the requirements to be considered evidence-based. Implementing these kinds of effective practices in conjunction with an EBP is yet another way teachers can improve their students' mathematical understanding. These effective classroom practices include the following: Encouraging student discussion Presenting and comparing multiple solutions Assessing student understanding Another evidence based strategy is Metacognitive Strategies- strategies that enable students to become aware of how they think when solving mathematics problems. This combined strategy instruction teaches students how to consider the appropriateness of the problem-solving approach, make sure that all procedural steps are implemented, and check for accuracy or to confirm that their answers makes sense. More specifically, metacognitive strategies help students learn to: Plan — Students decide how to approach the mathematical problem, first determining what the problem is asking and then selecting and implementing an appropriate strategy to solve it. Monitor — As students solve a mathematical problem, they check to see whether their problem-solving approach is working. After completing the problem, they consider whether the answer makes sense. Modify — If, as they work to solve a mathematical problem, students determine that their problem-solving approach is not working or that their answer is incorrect, they can adjust their approach.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	The two evidence-based Math Strategies can reach our student population. Our students have missed out on basic classroom practices. Metacognitive strategies enable our girls to look at how they think and approach a math problem.

resources/criteria used for
selecting this strategy.

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.

Conduct a survey to see if the classroom practices and metacognitive strategies are assisting the girls in math class.
Progress monitor math achievement data to ensure progress
Monitor math grades

Person Responsible   Carole Savage (savagec@citrusschools.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.

#2. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on FSA Reading 2021-22 school year, 65% of economically disadvantaged high school students scored a level 1. FSA Reading during 2021-22 consisted of 5% of Pace students who were Level 2. Therefore, our critical focus area of need is to increase academic improvement by enhancing engagement in ELA and Reading. The focus on B.E.S.T standards in ELA is to promote reading and comprehending of grade-level texts proficiently, that are meaningful and thought-provoking to prepare students to be informed and civic-minded members of the community.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	There will be a measurable increase in literacy scores as evidenced by frequent progress monitoring, to decrease the number of students on Level 1 from 65% to 45%, and to decrease the number of students on Level 2 from 5% to 0%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Pace Center for Girls uses regular testing, approximately every 8 weeks, to progress monitor students and capture results. These results are consistently compared to predict student achievement.
Person responsible for monitoring outcome:	Carole Savage (savagec@citrusschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	What Works Clearinghouse Preventing Dropout in Secondary Schools Recommendation #3 1. Provide individual or small group support in test-taking skills, study skills, or targeted subject areas. 2. Provide more examples of grade-level text for students to gain literacy and comprehension skills. 3. Engage students in discussions that will encourage collaboration and active listening skills by using texts that are civics-based.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	What Works Clearinghouse reports that providing academic supports helps improve academic performance and re-engage students in school.

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. Implement the use of BEST ELA standards by using specific text. in each grade-level.

Person Responsible	Carrie Darby (carrie.darby@pacecenter.org)

2. Monitor progress every 8 weeks through STAR testing.

Person Responsible	Carrie Darby (carrie.darby@pacecenter.org)

3. Use small-group instruction to address the needs of identified students.

Person Responsible	Carrie Darby (carrie.darby@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.

Data is collected through attendance in Skyward and through the Pace Impacts system. The school office assistant makes calls to all absent students and documents the notes in the Pace Impacts system for on each student. Attendance reports will be pulled monthly to track attendance rates. Pace Citrus over the past year has seen an increase in student attendance. The goal is to reach a 80% attendance rate monthly.

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

A positive school includes a supportive and fulfilling environment with learning conditions that meet the needs of all students. A staff that understands their roles and relationships with student learning can provide a culture that values trust, respect, and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that can impact a positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students and families of the students, volunteers and school board members. Broad stakeholder groups include early childcare providers, community and state colleges, social service agencies and business partnerships. Student attendance at Pace is tracked and monitored through daily phone calls to absent students. Follow up parent meetings take place as an intervention to attendance issues.

Describe how implementation will be progress monitored.

Pace Center for Girls has an electronic records system in which daily attendance is collected per girl each day. Our team will review attendance rate data in monthly team meetings to ensure the effectiveness of strategies
implemented. Student attendance at Pace is tracked and monitored daily phone calls to absent students take place daily. Follow up parent meetings take place as an intervention to on going attendance . All attendance calls are documented in the Pace Impacts system when there is parent/guardian communication. The Pace office manager records daily attendance rates on a spreadsheet . The Program Director tracks the spreadsheet for trends and patterns to pinpoint any further interventions that are needed.

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
Monthly attendance rates will be calculated by the Data clerk / Office assistant. Attendance reports and monthly rates will be tracked on a spreadsheet by Program Director. Daily phone calls by the office assistant to absent students and documentation of these calls will be placed in the Pace Impacts system. The office assistant will track and create a spreadsheet to track and monitor attendance. Pace Counselors will follow up with any attendance issues and report to the program director, The program director will analyze the attendance data and take action with any further intervention steps to promote better attendance and positive culture at Pace.	Savage, Carole, savagec@citrusschools.org