

Leon County Schools

Pace Center For Girls



2022-23 Ungraded Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	12
R.A.I.S.E	0
Positive Culture & Environment	18

Pace Center For Girls

1344 CROSS CREEK CIR, Tallahassee, FL 32301

<https://www.pacecenter.org/locations/leon>

Demographics

Principal: Laurie Rodgers

Start Date for this Principal: 2/15/2020

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)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students* 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: Acceptable

School Board Approval

This plan is pending approval by the Leon 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.

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

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

Pace Center for Girls, Leon serves girls and young women who have at least three risk factors, including but not limited to academic underachievement, academic expulsion, DJJ involvement, human or sex trafficking, physical/emotional/sexual abuse, substance abuse, and mental health. These risk factors correlate to high ACEs (Adverse Childhood Experiences) scores for our students.

We have nine core principles to guide our work: Honor the Female Spirit, Focus on Strengths, Acting with Integrity and Positive Intent, Value the Wisdom of Time, Exhibit Courage, Seek Excellence, Create Partnerships, and Invest in the Future.

We provide small-class instruction with class sizes capped at 14 students. Teachers have training in trauma-informed teaching and classroom management strategies and provide one-on-one or small group tutoring sessions in addition to regular classes. Teachers also advise a set group of 12 students. In these groups (called Sister Circles), teachers advise students, advocate for them, and establish partnerships with their families to ensure their academic needs are being met.

Counselors provide wrap-around case management to the students and their families, psychoeducation groups, and therapeutic services using research-based trauma-informed strategies. They also facilitate the Growth and Change program for each student to progress in and reflect on their social-emotional wellness.

The entire staff holds weekly Care Reviews to review students' case files and collaborate on how to best serve each student in the coming month.

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
Avilus, Kristel	Principal	<p>Ms. Avilus is responsible for creating partnerships with community resources to identify quality services and assistance that will enhance the program. She develops the program schedule and ensures that the school district requirements are met and acts as a liaison between Pace and the Leon County Schools district. She conducts regular self-audits of the program. She reviews and implements changes to standards as they occur and trains staff on changes. She demonstrates and provides education on gender responsive programming. She oversees and ensures staff is trained to apply the strength-based approach to programming. She provides counseling, support, and direction for direct reports. She counsels and provides case management and crisis intervention to the girls (and families) on an as-needed basis. He monitors the implementation of social services and academic components in the program. She develops and communicates annual training plan for the center and shares responsibility to maintaining center census. She prepares for and facilitates Care Review meetings as needed and organizes and participates in parent and family educational workshops. She ensures that all disclosures of abuse and neglect are reported.</p>

Vos, Ranae	Assistant Principal	<p>Ms. Vos is responsible for overseeing the administration of pre, yearly, post, and standardizes tests and ensuring all students are provided any needed accommodations. She reviews and places each girl into the Pace program based on transcript review, pretesting, and development of individual schedules. She collaborates with the intake team to assess the needs of each girl and family. She monitors and develops new educational services and trains all academic staff, including substitute teachers, in accordance with guidelines set by the State of Florida. She is responsible for the academic program and schedule and teaches classes as necessary. She prepares for and co-leads Care Review meetings and meets with parents/guardians on an as-needed basis. She follows the guidelines from the Central Communication Center (CCC) and determines when to reports incidents. She ensures the integration of Gender Responsive programming and Pace Values and Guiding Principles. She conducts regular assemblies with the students to announce educational awards, information, and upcoming events. She uses the documentation systems to ensure the timely and accurate recording of IAPs, progress monitoring, parent contact, meeting with girls, academic road maps, attendance, and student participation. She monitors implementations of the School Improvement Plan quarterly, providing feedback with a formal report as required.</p>
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Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Therapeutic Endeavors, owned by Britney Desir, for speech and language therapy. Imagine Edgenuity, through Imagine Learning, for curriculum support.

Demographic Information

Principal start date

Saturday 2/15/2020, Laurie Rodgers

Total number of students enrolled at the school.

63

Total number of teacher positions allocated to the school.

6

Number of teachers with professional teaching certificates?

2

Number of teachers with temporary teaching certificates?

2

Number of teachers with ESE certification?

1

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.

3

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	9	10	21	12	7	4	0	63
Attendance below 90 percent	0	0	0	0	0	0	5	5	15	7	6	3	0	41
One or more suspensions	0	0	0	0	0	0	1	4	6	4	3	2	0	20
Course failure in ELA	0	0	0	0	0	0	1	0	0	1	2	0	0	4
Course failure in Math	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	6	7	13	3	4	2	0	35
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	6	8	15	4	5	2	0	40
Number of students with a substantial reading deficiency	0	0	0	0	0	0	5	5	1	2	3	0	0	16

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	11	6	6	3	0	37

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	3	3	10	2	2	0	0	20
Students retained two or more times	0	0	0	0	0	0	4	1	4	1	2	0	0	12

Date this data was collected or last updated

Thursday 7/14/2022

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	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	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	0
Course failure in Math	0	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	0
Level 1 on 2019 statewide FSA Math assessment	0	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	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	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		55%	51%					57%	56%
ELA Learning Gains								52%	51%
ELA Lowest 25th Percentile								40%	42%
Math Achievement		36%	38%					56%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Math Learning Gains								47%	48%
Math Lowest 25th Percentile								47%	45%
Science Achievement		47%	40%					67%	68%
Social Studies Achievement		46%	48%					82%	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					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
BLK				9							

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
BLK	9	25			7						

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
FRL	13	29		6	14						
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	11			10							
FRL	7										

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	5
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	18
Total Components for the Federal Index	4
Percent Tested	51%

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	9
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	
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?

Areas of Focus were ESSA Subgroup of Economically Disadvantaged students and ESSA Subgroup of Black/African-American students. Progress monitoring was to be the weekly Care Review meeting to review test history and intake assessments.

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

STAR Math and Reading test scores increased the most. Pace Leon put renewed emphasis on STAR by Renaissance as the progress monitoring tool. Students were shown their testing history and encouraged to increase their scores.

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?

FSA scores in Math and ELA.

12 students took the FSA ELA tests in Spring 2022 and had scores reported. Of those students, 50% scored a 1, 50% scored a 2. 5 students in 10th and 11th grade took the FSA ELA Retake for graduation requirement and were scored. Of those students, 80% scored a 1 and 20% scored a 2.

12 students took the FSA Math tests and had scores reported. 92% of those students scored a 1 and 8% of students scored a 2.

10 students took the Algebra 1 EOC or Algebra 1 retake EOC. Of them, 70% scored a 1 and 30% scored a 3.

1 student took the Geometry EOC and scored a 3.

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

9th grade students had the highest percentage of FSA ELA 2s, but no grade level had any students passing the FSA ELA tests.

The highest standardized testing percentage was in Algebra 1 with 30% passing.

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

Regular progress monitoring.

Establish grade-level data teams to review data and adjust instruction.

Quality assessment.

Best-practices professional development for teachers

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

Training for all teachers on the STAR Renaissance platform and how to interpret and use the STAR data.

PD on how grade-level data teams work.

Developing quality formative and summative assessments.
Year-long PD on up-to-date Best Practices.

Areas of Focus:

#1. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale:

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

When current leadership looked for the progress monitoring data and other documentation for interventions from the past year, there was very little. The data that we do have from previous years is not consistent or reliable.

Measurable Outcome:

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

Pace Center for Girls Leon will use the accountability systems of Impacts, JJIS, and FOCUS with 90% or higher accuracy.

Monitoring:

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

Academic Manager Ranae Vos will monitor the usage of FOCUS and Impacts. Accuracy will include demographic data, accurate attendance and scheduling, grade reporting, assessment data, Progress Monitoring Plans and bi-weekly Progress Monitoring Notes, and transition plans. Social Services Coordinator will monitor the usage of JJIS and Impacts. Accuracy will include demographic data, intake and transition forms and data, Social Service Plans, bi-weekly counseling notes, accurate attendance, and Monthly Parent Contacts. Program Director Kristel Avilus will help monitor all three systems.

Person responsible for monitoring outcome:

Kristel Avilus (kristel.avilus@pacecenter.org)

Evidence-based Strategy:

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

- The Six Core Principles of Improvement from the Carnegie Foundation for the Advancement of Teaching:
1. Make the work problem-specific and user-centered. It starts with a single question: "What specifically is the problem we are trying to solve?"
 2. Variation in performance is the core problem to address. The critical issue is not what works, but rather what works, for whom and under what set of conditions.
 3. See the system that produces the current outcomes. Make your hypotheses for change public and clear.
 4. We cannot improve at scale what we cannot measure. Embed measures of key outcomes and processes to track if change is an improvement. We intervene in complex organizations. Anticipate unintended consequences and measure these too.
 5. Anchor practice improvement in disciplined inquiry. Engage rapid cycles of Plan, Do, Study, Act (PDSA) to learn fast, fail fast, and improve quickly.
 6. Accelerate improvements through networked communities.

Rationale for Evidence-based Strategy:

These six core principles will help our new leadership team focus on our accountability systems reporting and bring the

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

accuracy up to 90% of higher. The strategy will help us identify the specific problems, the variations in performance, the current problems in the system, measures of key outcomes, cycles of inquiry, and building networked communities.

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. Identify the specific system problems we are trying to solve. Engage all team members early and often.
2. Investigate the variation in performance across team members using the systems.
3. Understand how the current work conditions shape work processes.
4. Embed measures of the key outcomes to track if changes are beneficial. Measure unintended consequences as well.
5. Engage in rapid cycles of Plan, Do, Study, Act (PDSA) to learn fast and improve quickly.

Person Responsible

Kristel Avilus (kristel.avilus@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.

The fourth action step will be important. Increasing the accuracy of our accountability systems will allow us to see reliable data in real time and track it over months and years.

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

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

The identified ESSA subgroups are well below the desired 41%, with Black/African-American students at 7% and Economically Disadvantaged students at 4%. Reading and Math scores will be monitored using STAR and FAST progress monitoring and our site will also begin implementing PowerUp! Literacy, an evidence-based reading interventions program.

Measurable Outcome:

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

Desired Outcome: Pace Center for Girls Leon ESSA subgroups to be at 27% or higher. Each grade will be monitored, including 6th grade.

Monitoring:

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

Data teams will be implemented and will meet monthly to review and record the ESSA subgroup data. The leadership team will review the data and make program changes in response. Data will be monitored through attendance systems, STAR and FAST progress monitoring, and the PowerUp! Literacy program.

Person responsible for monitoring outcome:

Kristel Avilus (kristel.avilus@pacecenter.org)

Evidence-based Strategy:

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

Everyone Graduates Center at Johns Hopkins University School - Cross State High School Collaborative - Organizing Adults - Implementing Effective School-Based Teams - Tool Set B: Facilitating Data-Driven Conversations.

Rationale for Evidence-based Strategy:

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

Our entire team needs to be retrained on how to analyze and talk about data in an effective way.

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. Assign team members to success teams and designate team leads.
2. Set the conditions for regular, calendared Success Team meetings to analyze data and develop, monitor, and adjust interventions.
3. Monitor the teams for efficacy.

Person Responsible

Kristel Avilus (kristel.avilus@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 Attendance

Area of Focus Description and Rationale:

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

Data review shows lower attendance than expected.

Measurable Outcome:

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

Overall attendance will be 70% or higher.

Monitoring:

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

Data teams and leadership will monitor attendance rates using Impacts and FOCUS systems of accountability.

Person responsible for monitoring outcome:

Kristel Avilus (kristel.avilus@pacecenter.org)

Evidence-based Strategy:

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

Pace Center for Girls Leon will create a tiered system of intervention for students based on monthly attendance. Tier 1 interventions will be for all students, Tier 2 interventions for students absent more than 10%, and Tier 3 for students absent more than 20%.

Rationale for Evidence-based Strategy:

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

While we do have strategies to encourage attendance, they are not implemented with fidelity

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. Create tiered levels of support for attendance.
2. Have the data teams monitor monthly attendance.
3. Implement tiers of support based on data.
4. Monitor and record whether interventions are successful.

Person Responsible

Kristel Avilus (kristel.avilus@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.

Chronic attendance increases the chances of ESSA subgroups to be at-risk academically. Improving attendance rates will have direct academic benefits.

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.

The leadership team of Pace Center for Girls Leon will collect and analyze data on parent engagement from this past year including but not limited to the hours and types of engagement provided and/or encouraged by Pace Leon and percentages of parents/guardians involved in Parent Nights, parent meetings, and volunteer hours.

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

Stakeholders include Pace Center for Girls Leon team members, students, and families; the Board of Pace Leon; Pace Center for Girls National Office; Department of Juvenile Justice; United Way of Big Bend; and other community partnerships. Data will be communicated in monthly meetings, surveys, grant applications, mailed letters, and Parent/Family Nights.

Describe how implementation will be progress monitored.

Pace Center for Girls Leon's leadership team will record and analyze data monthly and ask for feedback from stakeholders.

Action Steps to Implement:

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

Action Step	Person Responsible for Monitoring
1. Collect and analyze data on parent engagement from this past year including but not limited to the hours and types of engagement provided and/or encouraged by Pace Leon	Avilus, Kristel, kristel.avilus@pacecenter.org
2. Collect and analyze data of percentages of parents/guardians involved in Parent Nights, parent meetings, and volunteer hours.	
3. Implement revised and/or new strategies to increase parent/guardian engagement.	
4. Monitor engagement data monthly and adjust as needed.	