

Manatee County Public Schools

Pace Center For Girls



2022-23 Ungraded Schoolwide Improvement Plan

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Pace Center For Girls

3508 26TH ST W, Bradenton, FL 34205

<https://www.pacecenter.org/locations/florida/manatee>

Demographics

Principal: Amy Wick Mavis

Start Date for this Principal: 11/10/2022

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	DJJ
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: No Rating 2020-21: No Rating 2018-19: No Rating 2017-18: No Rating 2016-17: No Rating
DJJ Accountability Rating	2023-24: Commendable

School Board Approval

This plan is pending approval by the Manatee 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 & advocacy.

Provide the school's vision statement.

Pace values all girls and young women, believing each one deserves an opportunity to find her voice, achieve her potential & celebrate a life defined by responsibility, dignity, serenity & grace.

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

All of our girls qualify for free & reduced lunch and must have at least 4-5 risk factors. The typical Pace girl is at least 2 years behind in school and has significant issues that impact her ability to be successful in school. Support services include: small classes, individual learning plans, year- round school, counseling staff and a Nurse.

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
Wick-Mavis, Amy		Program oversight, fundraising, budget management, OD functions.
Hamilton, Jessica		Implementation & oversight of Pace model. Supervision of direct care staff.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

na

Demographic Information

Principal start date

Thursday 11/10/2022, Amy Wick Mavis

Total number of students enrolled at the school.

59

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?

3

Number of teachers with ESE certification?

1

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

2

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

1

Demographic Data

Early Warning Systems

2022-23

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	1	8	9	9	13	9	8	57	
Attendance below 90 percent	0	0	0	0	0	0	1	7	7	5	10	9	7	46	
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	1	1	3	
Course failure in ELA	0	0	0	0	0	0	0	2	5	5	4	9	8	33	
Course failure in Math	0	0	0	0	0	0	0	3	8	5	5	9	8	38	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	1	5	1	3	10	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	1	5	2	6	3	4	1	22	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	8	9	9	13	9	8	57	

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	8	9	9	13	9	8	57	

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	3	3	0	0	0	6	
Students retained two or more times	0	0	0	0	0	0	0	0	1	1	0	0	0	2	

Date this data was collected or last updated

Thursday 11/10/2022

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	3	12	8	13	15	10	61	
Attendance below 90 percent	0	0	0	0	0	0	0	2	8	2	9	10	7	38	
One or more suspensions	0	0	0	0	0	0	0	2	10	6	6	7	7	38	
Course failure in ELA	0	0	0	0	0	0	0	1	4	1	3	5	6	20	
Course failure in Math	0	0	0	0	0	0	0	1	3	1	2	4	7	18	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	6	2	5	3	2	19	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	8	3	7	6	2	26	

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	3	12	8	13	15	10	61

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	2	0	0	0	0	2	
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		48%	51%					49%	56%
ELA Learning Gains								47%	51%
ELA Lowest 25th Percentile								37%	42%
Math Achievement		35%	38%					51%	51%
Math Learning Gains								47%	48%
Math Lowest 25th Percentile								45%	45%
Science Achievement		45%	40%					67%	68%
Social Studies Achievement		43%	48%					69%	73%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

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

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

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

Subgroup Data Review

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
WHT	36										
FRL	25	46			45						
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	27	32		9	20		8	13			
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
HSP	10										
WHT				10							
FRL	21	33		5	31		10	20			

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	30
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	180
Total Components for the Federal Index	6
Percent Tested	87%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	36
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	29
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

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?

3 areas of focus from the previous school year: Improve attendance, increase success in math & retain qualified teachers. progress monitoring was in place for all 3 areas of focus.

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

Attendance has been our area of most growth. This data is collected daily, reviewed daily & compiled monthly. Positive incentives were implemented. We did retain teachers although we eliminated 1 position

and terminated another. No teachers resigned last year. We increased teacher salary & gave retention bonuses.

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?

Improved tests scores, both math & english STILL need lots of improvement. See included data.

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

none

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

We eliminated Edgenuity as we were not seeing results from this platform.

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.

We are seeing more & more girls critically impacted by lack of education during the pandemic. We have added a para-professional to help during the school day. More classroom focus must be on the FAST testing and EOC.

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.

If girls do even show at school, their opportunity to progress is extremely limited. our girls are historically poor attenders & since covid, we are seeing an increased number of girls referred to Pace who have not attended school in years.

Measurable Outcome:

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

80% of our girls will have an attendance rate of 70% or greater.

Monitoring:

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

Person responsible for monitoring outcome:

Jessica Hamilton (jessica.hamilton@pacecenter.org)

Evidence-based Strategy:

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

Strategies to improve attendance include: daily phone contacts with parents re: absences, home visit by counselor on day 3 of absence, free bus transportation, our Growth & Change system to modify behavior & an encouraging culture that supports attending school.

Rationale for Evidence-based Strategy:

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

Pace is identified as a promising practice and a national leader in serving 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.

1. Attendance will be monitored daily & calls home by Office Coordinator.
2. Counselors make a HV on day 3 of absence.
3. Ceremonies & incentives to reinforce attending school behavior.
4. Monthly parent contacts to highlight attendance.
5. Center wide activities that support a culture of attending school.

Person Responsible

Jessica Hamilton (jessica.hamilton@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.

na

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

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

Current math data shows: 72% Level 1, 20% Level 2 and 8% Level 3.

Measurable Outcome:

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

70% of students will improve their math STAR scores
70% of students, enrolled over 90 days, will earn 1 course completion or credit in math.
10% of girls taking the Algebra EOC will pass.

Monitoring:

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

Monitoring will happen during monthly 1:1 with Academic Manager.
After 12 week Star Updates, all plans & tracking systems will be updated.
Progress will be communicated during monthly parent contacts.

Person responsible for monitoring outcome:

Jessica Hamilton
(jessica.hamilton@pacecenter.org)

Evidence-based Strategy:

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

Math Teacher will track & monitor math Star scores
Math Teacher will provide targeted instruction based upon individual math Star scores
Math Teacher will present weekly awards for progress.

Rationale for Evidence-based Strategy:

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

Pace is identified as a promising practice and a national leader serving 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.

No action steps were entered for this area of focus

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.

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

na

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

na

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

na

Grades 3-5: Measureable Outcome(s)

na

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

na

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

na

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

na

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

na

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.

Daily attendance is collected in Pace's data management system, Impacts. Reports can be run, for any time period, for any girl, around attendance, tardies and absences. Likewise, girls sign in every day to verify their attendance.

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

Attendance data is communicated daily, through emails and monthly through Key Performance Indicators. Parents receive daily phone calls when their daughter is absent. Monthly attendance rates are communicated during Monthly Parent Contacts.

Describe how implementation will be progress monitored.

Progress is monitored by Program Director, Counselors and Office Coordinator.

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
Girls with 80% attendance a month or higher will be rewarded with a special lunch.	
Girls who miss 3 days in a row will have a home visit from their Counselor on the 3rd day.	

Girls who achieve their attendance goal will receive an award.