

Duval County Public Schools

Pace Center For Girls Jax



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	11
R.A.I.S.E	0
Positive Culture & Environment	15

Pace Center For Girls Jax

2933 UNIVERSITY BLVD N, Jacksonville, FL 32211

<http://www.duvalschools.org/>

Demographics

Principal: Edward Robinson

Start Date for this Principal: 8/12/2022

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
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)	44%
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	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Duval 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 values all girls and young women, believing each one deserves an opportunity to find her voice, achieve her potential, and celebrate a life defined by responsibility, dignity, serenity, and grace. Pace is committed to finding the great in every girl. Pace values the uniqueness of every individual and believes that diversity enriches our world. We welcome and encourage each girls differences to be expressed as an opportunity for all girls to learn and grow. The culture at Pace is one of Caring, Purpose, Learning and Results.

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
Sibol, Daniel	Director	The Executive Director is responsible for managing a comprehensive, integrated program that covers all aspects promotions, fundraising and development for the centers. Work to transform girls' lives through academic and counseling programs based on a gender-responsive, strength-based and trauma informed framework.
Pennella, Christopher	Curriculum Manager	The role of the Director of Education is to assist with program academic learning and testing functions and various classroom activities as assigned. The education instructor's primary objectives include facilitating lesson plans and ensuring student's success in earning credits or GED. Assess and evaluate academic needs of youth; provide professional instruction and teaching to a diverse population as appropriate, Monitor teacher instruction related to core subject areas and electives according to lesson plans, IEPs and AMLkids Blended Learning Model incorporating other instructional strategies.
Robinson, Edward		The role of a principal is to provide strategic direction and support to the program. The Principal implements and monitors standardized curricula, assess teaching methods, monitor student achievement, and encourage parent involvement to support the overall program.
Copeland, Kimberly		Create and support an environment within the school that is conducive to teaching and learning by implementing the school curriculum and monitor student achievement. Monitor and support the overall academic progression of the program.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

PACE School for Girls

Demographic Information**Principal start date**

Friday 8/12/2022, Edward Robinson

Total number of students enrolled at the school.**Total number of teacher positions allocated to the school.****Number of teachers with professional teaching certificates?****Number of teachers with temporary teaching certificates?****Number of teachers with ESE certification?**

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

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

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	2	6	5	8	13	6	2	42	
Attendance below 90 percent	0	0	0	0	0	0	2	1	1	1	12	4	1	22	
One or more suspensions	0	0	0	0	0	0	0	0	0	2	5	2	0	9	
Course failure in ELA	0	0	0	0	0	0	1	1	0	0	6	0	0	8	
Course failure in Math	0	0	0	0	0	0	1	1	0	0	6	1	0	9	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	0	1	3	4	3	0	12	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	2	0	2	1	3	3	1	12	
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	2	2	1	4	7	3	0	19

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	1	1	1	1	5	2	0	11
Students retained two or more times	0	0	0	0	0	0	1	1	0	3	4	3	1	13

Date this data was collected or last updated

Friday 8/12/2022

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	2	1	7	12	14	11	3	50	
Attendance below 90 percent	0	0	0	0	0	0	0	1	2	2	7	2	3	17	
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	2	5	2	3	12	
Course failure in Math	0	0	0	0	0	0	0	0	1	0	3	0	3	7	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	1	0	2	1	1	6	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	1	1	1	0	0	4	
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	1	1	0	1	3	1	7	

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	1	0	1	0	2	
Students retained two or more times	0	0	0	0	0	0	0	1	2	0	7	3	3	16	

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%					47%	56%
ELA Learning Gains								48%	51%
ELA Lowest 25th Percentile								42%	42%
Math Achievement		37%	38%					51%	51%
Math Learning Gains								52%	48%
Math Lowest 25th Percentile								47%	45%
Science Achievement		43%	40%					65%	68%
Social Studies Achievement		53%	48%					70%	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
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											
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	27										

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A

ESSA Federal Index	
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

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 ELA data showed the lowest performance based on the data from the District PMA (Progressing Monitoring Assessments). The PMA are administered quarterly for the purpose of monitoring individual students' performance to adapt instruction to improve their performance. The assessment included a range of strategies appropriate for inferences relevant to district curricula and state standards.

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

The Math data showed improvement. Students received effective lessons and direct instructions in small group and one-on-one support that contributed to the improve achievement.

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 ELA data showed the lowest performance based on the data from the District PMA (Progressing Monitoring Assessments). The contributing factors include but not limited to multiple grade levels behind; attendance; inappropriate behaviors; juvenile delinquency; and foster care.

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

Decreased attention span in the classroom, low reading performance, and attendance.

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

Provide students with more engaging instruction and activities. Facilitate learning versus teaching to include more blended learning opportunities with technology with the purchase of Title I Funds. Increase reading time during the school day and make good use of the time. Purchase books at the right level and interest and instruct students to reread to build fluency. Contact the parents for support and implement attendance incentives to increase attendance.

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.

1. Professional development will be provided to support student engagement and differentiation.
2. Quarterly Professional Development will be provided to assist teachers in cross-curricular lesson plan development.
3. Teachers will incorporate the four (4) pillars of instruction, (Full engagement, rigorous content, student ownership, and demonstration of student learning), with an emphasis on student engagement.
4. Professional Development will be used to development multiple strategies for lesson plan development.
5. In-service days will be used for teacher collaboration and provide the opportunity for teachers to learn differentiation strategies used in various classrooms.
6. With the use of Title I funds, supplemental resources will be purchased such as printers, toner, surface tablets, document cameras, and interactive monitors for teachers to be able to utilize during instruction to enhance instructional delivery.

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

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

Differentiation of instruction in Math and Reading will be the areas of focus for the upcoming school year. Differentiated classrooms respond to student variety in readiness levels, interests, and learning profiles. If this area improves, so will student achievement. It allows all students to be successful.

Rationale:

Teachers have multiple preparations of subject area content; Example: M/J Math, Algebra 1, Algebra 2, and Geometry are taught simultaneously.

Measurable Outcome:

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

The measurable outcomes will be shown by improved STAR Assessment scores, Math and ELA gains on district and state EOC assessments, and improved promotion rate.

Monitoring:

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

District Progress Monitoring Assessments

Person responsible for monitoring outcome:

Daniel Sibol (daniel.sibol@pacecenter.org)

Evidence-based Strategy:

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

Teachers will use the District provided curriculum including but not limited to the blended learning platforms to enhance the instructional outcomes of the students. Curriculum mapping, inquiry-based learning, and the PLATO instructional software will also be implemented.

Rationale for Evidence-based Strategy:

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

Students vary in culture, socioeconomic status, language, gender, motivation, ability/disability, learning styles, personal interests and more, and teachers must be aware of these varieties as they plan in accordance with the curricula. By considering varied learning needs, teachers can develop lessons and provide instruction so that all students in the classroom can learn effectively.

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.

For the student population identified, the progress monitoring will depend on the student's instructional level rather than his or her grade level. The teachers will use a curriculum-based measurement in addition to the District Progress Monitoring Assessments that are administered Quarterly.

#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.

B.E.S.T. Standards based instruction is an area of focus for the 2020-2021 academic year. Standards based alignment will assist students in grade level mastery of the academic standards and improved instructional outcomes. Standards based alignment will ensure that the student academic task will align with the expectation of the standard as the student works toward mastery of the standard.

Measurable Outcome:

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

The measurable outcomes will be shown by improved STAR Assessment scores, Math and ELA gains on district and state EOC assessments, and improved promotion rate.

Monitoring:

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

Progress Monitoring Assessments

Person responsible for monitoring outcome:

Christopher Pennella (christopher.pennella@pacecenter.org)

Evidence-based Strategy:

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

Teachers will use the District provided curriculum including but not limited to the blended learning platforms to enhance the instructional outcomes of the students. Curriculum mapping, inquiry-based learning, and the PLATO instructional software will also be implemented.

Rationale for Evidence-based Strategy:

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

Students vary in culture, socioeconomic status, language, gender, motivation, ability/disability, learning styles, personal interests and more, and teachers must be aware of these varieties as they plan in accordance with the curricula. By considering varied learning needs, teachers can develop lessons and provide instruction so that all students in the classroom can learn effectively.

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.

For the student population identified, the progress monitoring will depend on the student's instructional level rather than his or her grade level. The teachers will use a curriculum-based measurement in addition to the District Progress Monitoring Assessments that are administered Quarterly.

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.

Pace Center for Girls Jax has developed a Parent and Family Engagement Plan to promote parent involvement. Data will be collected from parent meetings/events sign-in sheets as well as feedback forms. The feedback forms will be analyzed to determine what parents need and how Pace Center for Girls Jax can support parents with supporting their student(s) at home; and the sign-in sheets will be analyzed to guide decision making on when, where, and what times are more convenient for parents to attend meetings/events.

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

- (1) Information regarding parent involvement activities will be communicated via flyer, phone, or e-mail. Pace Center for Girls Jax will also monitor the accuracy of contact information including telephone numbers and e-mail addresses.
- (2) Information will be provided in different languages as needed along with the support of staff that speak multiple languages at the facility.
- (3) Related data will be shared at proceeding meetings/events from when the data is collected.

Describe how implementation will be progress monitored.

Pace Center for Girls Jax will develop a Parent Engagement Events timeline to ensure implementation of annual parent meetings/events will take place along with collecting evidence of effectiveness to know what parents learned and what is desired for them to learn.

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
Step 1: A meeting date/time will be determined	
Step 2: Information including date, time, and location of the meeting will be distributed to parents via phone and/or flyer	
Step 3: Promote parent and student incentives to encourage parent engagement leading up to the meeting/event	Copeland, Kimberly, copelandk@duvalschools.org
Step 4: After meeting/event provide parent feedback form	
Step 5: Analyze parent feedback to determine decision making for the next meeting/event	