

Pinellas County Schools

# Pace Center For Girls



## 2019-20 School Improvement Plan

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## Pace Center For Girls

4000 GATEWAY CENTER BLVD, Pinellas Park, FL 33782

<http://it.pinellas.k12.fl.us/schools/dropout-prevent/pace.html>

### Demographics

**Principal: Michelle Topping**

Start Date for this Principal: 6/9/2014

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students
<b>School Grade</b>	2018-19:
<b>School Grades History</b>	2017-18: 2016-17: 2015-16: 2014-15: 2013-14:
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Tracy Webley</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	CS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## 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**

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.

### School Leadership Team

**Membership**

Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Hollins, Tanya	Other
Other	
Miles, Chantell	Other
Other	
Fields, Christina	Assistant Principal
Assistant Principal	
TOPPING, MICHELLE	Principal
Principal	

### Early Warning Systems

**Current Year**

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	1	6	2	5	4	1	19
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	3	2	5	1	1	13
One or more suspensions	0	0	0	0	0	0	0	0	1	2	1	2	0	1	7
Course failure in ELA or Math	0	0	0	0	0	0	0	0	2	3	3	5	0	0	13
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	4	1	2	2	0	9

**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	4	2	4	2	1	14

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	2	3	1	3	1	0	10
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

**FTE units allocated to school (total number of teacher units)**

**Date this data was collected or last updated**

Monday 7/15/2019

**Prior Year - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - 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	
Attendance below 90 percent	0	0	0	0	0	0	1	9	11	21	13	6	2	63
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	3	3	3	5	0	0	14
Level 1 on statewide assessment	0	0	0	0	0	0	0	3	5	5	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	1	5	6	6	6	1	0	25

## Part II: Needs Assessment/Analysis

### School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	56%	56%	0%	56%	56%
ELA Learning Gains	0%	51%	51%	0%	53%	53%
ELA Lowest 25th Percentile	0%	43%	42%	0%	44%	44%
Math Achievement	0%	45%	51%	0%	46%	51%
Math Learning Gains	0%	44%	48%	0%	48%	48%
Math Lowest 25th Percentile	0%	41%	45%	0%	42%	45%
Science Achievement	0%	64%	68%	0%	66%	67%
Social Studies Achievement	0%	71%	73%	0%	72%	71%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	1 (0)	6 (0)	2 (0)	5 (0)	4 (0)	1 (0)	19 (0)
Attendance below 90 percent	0 ( )	1 ( )	3 ( )	2 ( )	5 ( )	1 ( )	1 ( )	13 (0)
One or more suspensions	0 (0)	1 (0)	2 (0)	1 (0)	2 (0)	0 (0)	1 (0)	7 (0)
Course failure in ELA or Math	0 (0)	2 (0)	3 (0)	3 (0)	5 (0)	0 (0)	0 (0)	13 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	4 (0)	1 (0)	2 (0)	2 (0)	0 (0)	9 (0)

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2019					
	2018					
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					



ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

  

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data											
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 2016-17	C & C Accel 2016-17

2018 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 2015-16	C & C Accel 2015-16

**ESSA Data**

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)	CS&I
OVERALL Federal Index - All Students	22
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	88
Total Components for the Federal Index	4
Percent Tested	76%

**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

<b>English Language Learners</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
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
<b>Hispanic Students</b>	
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
<b>Multiracial Students</b>	
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
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
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
<b>White Students</b>	
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

<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### **Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends**

Overall scores for students at Pace Center for Girls Pinellas were below the 41% rate according to the Federal Index for the past year. All students served in Pace Center for Girls Pinellas meet at least one (usually multiple identifiers) of the State Dropout Prevention eligibility criteria: "The student is academically unsuccessful as evidenced by low test scores, retention, failing grades, low grade point average, falling behind in earning credits, or not meeting the state or district proficiency levels in reading, mathematics, or writing. The student has a pattern of excessive absenteeism or has been identified as a habitual truant."

#### **Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline**

N/A

#### **Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends**

N/A

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

N/A

#### **Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

N/A

#### **Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year**

1. Attendance
2. ELA/ Reading
3. Math

## Part III: Planning for Improvement

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	Attendance
<b>Rationale</b>	All students served in Pace Center for Girls Pinellas meet as least one (usually multiple) of the following criteria: below state grade level proficiency in reading, math or writing, retention, habitual truancy, failing more than one course, history of suspension/ expulsion, lack of control /supervision in the home or conflict with parent /sibling. Most of the students have experienced habitual truancy. School year average daily attendance in the 2018-2019 school year was 71%.
<b>State the measureable outcome the school plans to achieve</b>	Pace Center for Girls Pinellas will increase the school year average daily attendance to 76% as evidenced by student attendance records.
<b>Person responsible for monitoring outcome</b>	Chantell Miles (chantell.miles@pacecenter.org)
<b>Evidence-based Strategy</b>	The Pace Growth and Change (G&C) System will be used to track student academic and social progress. The system is structured to align with the Pace “Successful Girl” framework. As a girl moves from one stage to the next she will begin to internalize her successes, receive positive recognition, and acquire new positive behaviors to encourage growth and change. Through introspection, self-management and skill building, girls will be able to use the system to benchmark their progress and success.
<b>Rationale for Evidence-based Strategy</b>	The system is intended to be collaborative, positive, motivating and encouraging as a girl finds her voice, strength and greatness. All girls enrolled in the Pace program will participate in the G&C system.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Professional Development will be provided for all staff members on the Growth and Change Model and Pace Foundational Pillars.</li> <li>2. Attendance calls will be made daily to students who are absent from school</li> <li>3. Staff will make home visits to girls who have been absent three consecutive days</li> <li>4. Monthly Attendance meetings will be held to review student attendance patterns and develop strategies for individual interventions.</li> <li>5. Weekly / Monthly care review meetings will be held to review students' academic, attendance, behavior and social needs to ensure student success.</li> <li>6. Provide positive reinforcement celebrations for students meeting their attendance goals monthly.</li> </ol>
<b>Person Responsible</b>	Chantell Miles (chantell.miles@pacecenter.org)

<b>#2</b>	
<b>Title</b>	ELA/ Reading
<b>Rationale</b>	Most students attending Pace Center for Girls Pinellas are below proficiency in ELA/ Reading. Some of the data available is limited and does not allow for easy comparison. Pace Center for Girls Pinellas serves a population of students that changes throughout the school year. All students served in Pace Center for Girls Pinellas meet as least one (usually multiple) of the following criteria: below state grade level proficiency in reading, math or writing, retention, habitual truancy, failing more than one course, history of suspension/ expulsion, and a history of trauma.
<b>State the measurable outcome the school plans to achieve</b>	Students enrolled in Pace Center for Girls Pinellas for at least 90 days will show at least one year's growth in reading as evidenced by Renaissance STAR assessments.
<b>Person responsible for monitoring outcome</b>	Chantell Miles (chantell.miles@pacecenter.org)
<b>Evidence-based Strategy</b>	Students will use a remedial computer learning program that is individualized based on each student's Renaissance STAR assessment results to help improve proficiency reading skills.
<b>Rationale for Evidence-based Strategy</b>	This program is designed to address the individual reading needs of each student.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Assess all students on Renaissance STAR on entrance to program, quarterly and at exit from the program.</li> <li>2. Staff will be provided professional development on use of Renaissance Star for remediation of reading skills.</li> <li>3. Academic advising will be provided bi-weekly to review student academic goals and progress.</li> </ol>
<b>Person Responsible</b>	[no one identified]

<b>#3</b>	
<b>Title</b>	Math
<b>Rationale</b>	Most students attending Pace Center for Girls Pinellas are below proficiency in Math. Some of the data available is limited and does not allow for easy comparison. Pace Center Girls Pinellas serves a population of students that changes throughout the school year. All students served in Pace Center for Girls Pinellas meet as least one (usually multiple) of the following criteria: below state grade level proficiency in reading, math or writing, retention, habitual truancy, failing more than one course, history of suspension/expulsion, and a history of trauma.

<b>State the measurable outcome the school plans to achieve</b>	Students enrolled in Pace Center for Girls for at least 90 days will show at least one year growth in math as evidenced by Renaissance STAR assessments.
<b>Person responsible for monitoring outcome</b>	Chantell Miles (chantell.miles@pacecenter.org)
<b>Evidence-based Strategy</b>	Students will use a remedial, individualized program that is designed based on their individual Renaissance STAR assessment results to help improve math proficiency.
<b>Rationale for Evidence-based Strategy</b>	This program is designed to address the individual academic needs of each student and improve proficiency in math skills.

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Assess all students on Renaissance STAR on entrance of program, quarterly and at exit of program.</li> <li>2. Staff will be provided Professional Development on the use of Renaissance Star for remediation of math skills.</li> <li>3. Academic advising will be provided to each student on a biweekly basis to review her academic goals and progress.</li> </ol>
<b>Person Responsible</b>	Chantell Miles (chantell.miles@pacecenter.org)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

N/A