The Pace Program

2022-23 Ungraded Schoolwide Improvement Plan

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The Pace Program

201 N 1ST ST, Immokalee, FL 34142

[no web address on file]

Demographics

Principal: Brent Klein   Start Date for this Principal: 7/1/2022

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	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	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 Collier 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.

Pace envisions 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's center based, day program provides year-round education, counseling and life skills training to offer a comprehensive and individualized experience for success for middle and high school aged girls. We focus on social and emotional wellbeing and academic success, to find the great in every girl. At our Collier center in 2020-2021, 86 girls were served; 71% of those were failing one or more classes prior to attending, 4% had prior juvenile justice involvement, and 35% were suspended or expelled.

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
Kearns, Marianne	Principal	Our Principal oversees the operations of Pace Center for Girls, Collier at Immokalee. She takes an active role, with the help of Human Resources, in the recruiting and hiring of certified teachers. She oversees the Program Director, to ensure goals of SIP are being met.
Starke, Kelly	Assistant Principal	The Assistant Principal oversees the Academic and Social Services Departments. Both departments take an active role in advocating for parent involvement and implementing activities. She takes an active role, with the help of Human Resources, in the recruiting and hiring of certified teachers. She also is filling in for the vacancy of the Academic Manager position, to ensure outcomes in Math and ELA are being met for our SIP plan.
Ocanas, Floreida	Instructional Coach	Our Academic Coordinator oversees our Teacher Assistants and Substitute Teachers. She ensures that staff are aware of what testing requirements girls are in need of still completing while they are in our day program. She also assistants with engaging our parents in services and opportunities.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Pace Center for Girls, Collier at Immokalee

Demographic Information

Principal start date
Friday 7/1/2022, Brent Klein

Total number of students enrolled at the school.
52

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?
1

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	6	13	6	9	9	6	50
Attendance below 90 percent	0	0	0	0	0	0	1	4	11	6	8	7	6	43
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	2	1	3	4	1	3	14
Course failure in Math	0	0	0	0	0	0	0	2	1	7	5	0	1	16
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	7	4	5	7	0	24
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	1	4	6	6	6	6	4	33
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	1	3	7	6	7	5	4	33

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

Date this data was collected or last updated

Tuesday 8/23/2022

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	8	7	4	6	6	7	38
Attendance below 90 percent	0	0	0	0	0	0	0	6	6	3	5	6	7	33
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	5	3	1	2	1	2	14
Course failure in Math	0	0	0	0	0	0	0	2	1	1	3	1	1	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	4	2	3	3	3	5	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	4	6	3	4	2	5	24
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	7	6	3	6	4	6	32

The number of students identified as retainees:

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

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		54%	51%					59%	56%
ELA Learning Gains								52%	51%
ELA Lowest 25th Percentile								41%	42%
Math Achievement		35%	38%					58%	51%
Math Learning Gains								44%	48%
Math Lowest 25th Percentile								46%	45%
Science Achievement		51%	40%					72%	68%
Social Studies Achievement		47%	48%					76%	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
HSP	14	28		13	21			10			
FRL	14	26		12	27			10			
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
ELL	10										
HSP	8	28			17			8			
FRL	7	29			16			7			
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	15	24		5	29			17			
FRL	11	22		5	26			15			

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	17
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	103
Total Components for the Federal Index	6
Percent Tested	88%

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

English Language Learners	
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	17
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	3
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	18
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?

For the area of focus of math, the percentage of students who achieved a Level 1 or 2 on the Math FSA was decreased by 5% from the previous year, not making our 10% reduction goal. There was, however, an increase in FSA Algebra I scores of 17% overall. 21% of students performed within 1 year of their grade level or higher in the area of Math as assessed by STAR testing, meeting the goal of 20%. We also increased the number of completed Algebra I EOCs from 11 to 18, exceeding our state goal of 15 completions. For the area of focus of ELA, the percentage of students who achieved a Level 1 or 2 on the ELA FSA was decreased by 16% from the previous year, exceeding our previous goal. Only 14% of students performed within 1 year of their grade level or higher in the area of ELA assessed by STAR testing, not meeting our 20% goal. Progress monitoring in these two areas included STAR testing every 12 weeks and academic advising biweekly. In the area of focus of certified teachers, we currently have 3 out of 6 teachers certified, not meeting the goal of 85%. Progress monitoring included monthly 1:1 sessions with staff, along with weekly calls with a recruiting company.

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

The data that showed the most improvement were included in the DJJ Components specifically relating to math: Having 21% of our students performing within 1 year of their grade level or higher on Math STAR testing and increasing the number of completed Algebra I EOCs from 11 to 18. We incentivized gains in STAR testing by 1 full grade level by offering new Pace clothing for those that met that goal. Girls were recognized for these gains and presented with a new shirt during award ceremonies. Though we did not increase the amount of staff that are certified in this area, we did hire additional support staff that have strong math skills. They offered assistance to girls in need on a weekly basis.

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?

Based on the data of FSA, EOC, and STAR scores, there continues to be a need for improvement in both areas of Math and ELA. The most problematic for both subject areas is the continued high level of 1's and 2's on the FSAs.

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

During the past school year, 96% of our high school girls and 91% of our middle school girls exhibited risk factors in the area of Family Instability, including low socioeconomic status, family discord, and lack of parental supervision. These risk factors have direct impact on our core content areas of Math and ELA.

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

Regular discussions on school-wide academic data during Program Meetings. Develop supplemental and intensive intervention plans with the help of advisors and Academic Coordinator for students who are struggling to meet progress. Data obtained from student diagnostic assessments will be used to evaluate student learning loss, identify students' learning needs and planning for instruction. Academic supports will provide focus and review of essential standards through whole-group and small-group instruction. Tutoring and computer based programs, such as Khan Academy, will be used to accelerate learning.

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.

Pace ensures appropriate training will be obtained for teachers to support classroom management and instructional effectiveness. Understanding Our Girls & Uniformed Behavior Intervention Guide; Trauma Informed Care; Progress Monitoring Plan; Academic Advising; Differentiated Learning and Small Group Instruction trainings are available to our staff. Pace Collier works with the district on continuing education opportunities. Teachers and academic staff can also access district instructional resources.

Areas of Focus:

#1. 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.	Based on the needs assessment and data analysis, our students have demonstrated the lowest academic performance on the FSA. 20 students achieved a Level 1 or Level 2 on the Math FSA, not reaching last year's goal. We'd also like to increase the percentage of students performing within 1 year of their grade level or high in the area of Math through STAR testing, as we just narrowly met previous year's goal. As 94% of our girls in the previous fiscal year were Hispanic and 91% had family instability (ie, low socioeconomic status), all Math efforts will be made for all girls.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The below will be completed by the end of the academic year, June 2023. i. Reduce the percentage of students who achieved a Level 1 or 2 on the Math FAST Math by 10% ii. 25% of students will perform within 1 year of their grade level or higher in the area of Math as assessed by STAR testing.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	A variety of formative, summative, and diagnostic assessments will be administered throughout the school year to identify girls who are struggling academically. Diagnostic tools will include the following: Star Math and Common. Procedures will be implemented to incorporate frequent systematic data collection, ongoing progress monitoring (to assess learning gains), and early intervention. Progress monitoring schedule will be as follows: • STAR upon entry and every 12 weeks, taken to determine beginning goals and ongoing progress. • Bi-weekly academic progress monitoring will occur between teacher/advisor and student. Academic goals for math will be adjusted based on student needs and STAR assessment scores every 12 weeks, or as needed. • Common Assessment – Given at entry and exit as a determinant in monitoring progress. • FAST and EOCs administered on a testing schedule determined by FDOE.
Person responsible for monitoring outcome:	Kelly Starke (kelly.starke@pacecenter.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Small group instruction, differentiation of assignments; intensive math intervention, 1:1 supports; positive reinforcement
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Research shows that strategies and interventions implemented with smaller groups and increased frequency are evidenced to demonstrate instructional effectiveness.

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.

Utilize reflection activities and strategies during whole-group direct instruction. Strategies will include:
a. Providing students with multiple prompts and modeling for self-reflection of the math problem-solving process.

Person Responsible   Kelly Starke (kelly.starke@pacecenter.org)

Students will receive repeated opportunities for practice to increase math calculation and fluency.

Person Responsible   Kelly Starke (kelly.starke@pacecenter.org)

Provide explicit direct math instruction in various learning modalities: a. Providing instruction in multiple strategies (i.e., visual, hands-on, auditory), including small group instruction. b. Providing opportunities for students to compare multiple strategies on math calculation and application problems.

Person Responsible   Kelly Starke (kelly.starke@pacecenter.org)

Ongoing progress monitoring facilitated at 12-week intervals to assess learning gains and plan for instruction (Star Math).

Person Responsible   Kelly Starke (kelly.starke@pacecenter.org)

Biweekly academic progressing monitoring between student and teacher/advisor.

Person Responsible   Kelly Starke (kelly.starke@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.	This area of focus is related to both Hispanic and Economically Disadvantaged ESSA subgroups, as 94% of our girls in the previous fiscal year were Hispanic and 91% had family instability (ie, low socioeconomic status). Common Assessment is conducted at entry and exit. Ongoing progress monitoring is facilitated at 12-week intervals to assess learning gains and plan for instruction (Star Math). Progress Monitoring is conducted biweekly and Progress Monitoring Plans are reviewed and updated every 12 weeks

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the needs assessment and data analysis, our students have demonstrated the lowest academic performance on the FSA. The percentage of students who achieved a Level 1 or 2 on the ELA FSA was decreased by 16% from the previous year, but continued work needs to be done in this area. Only 14% of students performed within 1 year of their grade level or higher in the area of ELA assessed by STAR testing, not meeting our 20% goal. As 94% of our girls in the previous fiscal year were Hispanic and 91% had family instability (ie, low socioeconomic status), all ELA efforts will be made for all girls.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The below will be completed by the end of the academic year, June 2023: i. Reduce the percentage of students who achieved a Level 1 or 2 on the ELA FAST by 10%.; ii. 25% of students will perform within 1 year of their grade level or higher in the area of ELA as assessed by STAR testing.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	A variety of formative, summative, and diagnostic assessments will be administered throughout the school year to identify girls who are struggling academically. Diagnostic tools will include the following: Star ELA and Common. Procedures will be implemented to incorporate frequent systematic data collection, ongoing progress monitoring (to assess learning gains), and early intervention. Progress monitoring schedule will be as follows: • STAR upon entry and every 12 weeks, taken to determine beginning goals and ongoing progress. • Bi-weekly academic progress monitoring will occur between teacher/advisor and student. Academic goals for ELA will be adjusted based on student needs and STAR assessment scores every 12 weeks, or as needed. • Common Assessment – Given at entry and exit as a determinant in monitoring progress. • FAST and EOCs administered on a testing schedule determined by FDOE.
Person responsible for monitoring outcome:	Kelly Starke (kelly.starke@pacecenter.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Small group instruction, differentiation of assignments; intensive ELA intervention, 1:1 supports; positive reinforcement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Research shows that strategies and interventions implemented with smaller groups and increased frequency are evidenced to demonstrate instructional effectiveness.

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.

Utilize reflection activities and strategies during whole-group direct instruction. Strategies will include: a. Providing students with multiple prompts and modeling for self-reflection of ELA learning.

Person Responsible   Kelly Starke (kelly.starke@pacecenter.org)

Provide explicit direct ELA instruction in various learning modalities: a. Providing instruction in multiple strategies (i.e., visual, hands-on, auditory), including small group instruction. b. Providing opportunities for students to compare multiple strategies in small group learning.

Person Responsible   Kelly Starke (kelly.starke@pacecenter.org)

Ongoing progress monitoring facilitated at 12-week intervals to assess learning gains and plan for instruction (Star ELA).

Person Responsible   Kelly Starke (kelly.starke@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.	This area of focus is related to both Hispanic and Economically Disadvantaged ESSA subgroups, as 94% of our girls in the previous fiscal year were Hispanic and 91% had family instability (ie, low socioeconomic status). Common Assessment is conducted at entry and exit. Ongoing progress monitoring is facilitated at 12-week intervals to assess learning gains and plan for instruction (Star ELA). Progress Monitoring is conducted biweekly and Progress Monitoring Plans are reviewed and updated every 12 weeks

#3. Leadership specifically relating to Teacher Recruitment and Retention	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	To provide rigorous instruction to our students and maintain continuity of care, as well as maintain compliance within our governing bodies, it is important that we implement clear interventions and strategies to retain and recruit highly qualified teachers. Our focus is on achieving and maintaining a full and productive team to best serve our program goals, as we are operating with only 50% of teachers certified, as well as being without an Academic Manager.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	To have the entire academic team fully intact, meeting all compliance guidelines on an ongoing basis. Five of six teaching positions, along with an Academic Manager, will be filled during the 2022-23 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored by having monthly 1:1's with instructional staff, by building relationships with higher education programs focusing on teacher recruitment with the goal of building a pipeline for certified teachers ready to join our Pace team. We also plan to offer hiring bonuses and possible retention incentives.
Person responsible for monitoring outcome:	Kelly Starke (kelly.starke@pacecenter.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Providing greater support and training systems to new and current teachers. Based on research completed by the EDWEEK research center, a survey of 500 teachers shared that the highest indicator for teacher and student success is related to hiring and leadership practices.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Research gathered from our 12 Questions survey completed by Pace team members indicated a greater need for teacher support and opportunities for creativity. One of the questions on the survey is - "My associates or fellow employees are committed to doing quality work" The average score was 4.28 out of 5, demonstrating the continued need for hiring and retaining certified teachers.

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.	
Gather feedback during 1:1 sessions with current teachers.	
Person Responsible	Kelly Starke (kelly.starke@pacecenter.org)
Provide opportunities for team collaboration and creativity through projects and activities.	
Person Responsible	Kelly Starke (kelly.starke@pacecenter.org)
Work with HR and recruiter to ensure postings of open positions are made on a regular basis	
Person Responsible	Kelly Starke (kelly.starke@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	This area of focus is related to both Hispanic and Economically Disadvantaged ESSA subgroups, as 94% of our girls in the previous fiscal year were Hispanic and 91% had family instability (ie, low socioeconomic status). Increasing the number of certified teachers would impact all girls. 1:1 supervision will be provided monthly at a minimum to assist with retaining current staff. Weekly meetings with recruiter will assist with hiring of additional staff.

41% threshold according to the
Federal Index.

https://www.floridacims.org

#4. ESSA Subgroup specifically relating to Hispanic	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The ESSA Subgroup specifically relating to Hispanic Students is in year 3 of being below 32%. Hispanic girls made up 94% of our total number of girls during the past fiscal year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our newly assigned Migrant Resource Teacher, through Pace, will be spending 35% of the school day working specifically with girls that are designated migrant on both ELA and Math skills, ensuring that no migrant girl receives a D or F in ELA or Math.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	As of the beginning of the school year, 11 girls have been designated as migrant. Migrant Resource Teacher will utilize both STAR ELA/Math and Common ELA/Math results as diagnostic tools. STAR is given at entry, every 12 weeks, and at transition. Common is given at entry and transition. Migrant Resource Teacher will be recording time spent with each girl, to ensure 35% of her time is focused on migrants. She will also collaborate with girls' academic advisors on a biweekly basis. FAST and EOCs are administered based on the testing schedule determined by FLDOE, which is another tool that the Migrant Resource Teacher will monitor progress.
Person responsible for monitoring outcome:	Kelly Starke (kelly.starke@pacecenter.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Small group instruction, intensive math and ELA intervention, 1:1 supports; positive reinforcement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Research shows that strategies and interventions implements with smaller groups and increased frequency are evidenced to demonstrate instructional effectiveness.

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.	
Teacher will utilize reflection activities and strategies during small group work, which will include providing students with multiple prompts and modeling for self-reflection of ELA and Math learning.	
Person Responsible	Kelly Starke (kelly.starke@pacecenter.org)
Teacher will provide supplemental instruction in multiples strategies (i.e., visual, hands-on, auditory).	
Person Responsible	Kelly Starke (kelly.starke@pacecenter.org)
Teacher will record that she is providing 35% of the school day specifically with those students identified as migrant.	
Person Responsible	Kelly Starke (kelly.starke@pacecenter.org)

Ongoing progress monitoring facilitated at 12-week intervals to assess learning gains and plan for additional support (STAR ELA and Math).

Person Responsible   Kelly Starke (kelly.starke@pacecenter.org)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Parent Engagement

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Pace provides caregivers with opportunities to share how they are experiencing the program, To enhance the reach of caregivers we will be pilot testing an abbreviated version (5 questions) of the survey through text messaging. Questions are as follows: 1-How often does Pace treat you with respect? 2. In a scale of 1 to 5, where 1 is 'Not at all' and 5 is 'A great deal,' how much has your girl's behavior at home improved since receiving Pace services? 3. How likely is it that you would recommend Pace to a friend or family member? 4. What is Pace good at? 5. What could Pace do better?

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

As we implement our program, we ask for caregivers to commit to emotionally and physically support the girls in their journey through Pace. In addition to relying on these support systems, we also know that Pace prides itself on listening, innovating and communicating. This process of listening, innovating and communicating is directly linked with our foundational approaches. One cannot be responsive or informed if one is not listening. And one cannot develop strengths if one does not know existing opportunities. To effectively strengthen the Pace model, we must listen to all stakeholders. Caregiver experiences and insights help us learn about what works and what could be improved in implementing our programs.

Describe how implementation will be progress monitored.

After the parent survey deployment, Pace will implement holding quarterly activities for caregivers. During these quarterly activities, staff will seek out further feedback from parents. Attendance of caregivers at the

quarterly events will be monitored with a sign-in sheet. Our goal is to increase parent attendance by 15% from the first caregiver activity of the school year to the last.

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
Staff will develop 4 parent activities total for the school; one every quarter.	Starke, Kelly, kelly.starke@pacecenter.org
Parent attendance will be noted with a sign-in sheet for every activity.	Starke, Kelly, kelly.starke@pacecenter.org
Staff will seek out feedback from parents during quarterly activities, as well as during Monthly Parent Contacts	Starke, Kelly, kelly.starke@pacecenter.org