Pace Program

2022-23 Ungraded Schoolwide Improvement Plan

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Pace Program

1028 UNDERWOOD AVE, Pensacola, FL 32504

www.escambiaschools.org

Demographics

Principal: Laurie Rodgers   Start Date for this Principal: 8/29/2022

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)	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 Escambia 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 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.

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

Below is the demographic and situational information captured at intake:
56 % White
42% Black
2% Asian/American Indian/Pacific Islander
Average age 14.5
77% behavior risks
94% school risks
50% have been victimized
98% experience family risks
59% have mental health disorders
The specific supports we have in place are 12:1 teacher - girls ratio. 18:1 teacher- counselor ratio. Our Three Pillars of being Gender Responsive, Strength Based and Trauma Informed guide all of our action, communication and decision-making. At Pace, the girls are provided with a counselor that schedules bi-weekly sessions with her to work on her social services goals, a weekly psychoeducational group, an academic advisor who meets with her biweekly to discuss her academic progression and needs, 1:12 teacher, student ratio, individualized goals, per day, each week, progress monitor plan with a reading, math and vocational goal that is monitored monthly and updated every 12 weeks, and a transition counselor that continues to work with her during
her first year leaving Pace. The girls participate in our growth and change program to assist them in making the changes they need to be successful. Each girl has a point card for daily recognition and participates in our point spending store as a reward to help motivate the behavior modification process.

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
Rodgers, Laurie	Executive Director	Ensuring the well being and growth of all staff and girls. Community engagement.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date
Monday 8/29/2022, Laurie Rodgers

Total number of students enrolled at the school.
56

Total number of teacher positions allocated to the school.
7

Number of teachers with professional teaching certificates?
2

Number of teachers with temporary teaching certificates?
4

Number of teachers with ESE certification?
0

Identify the number of instructional staff who left the school during the 2021-22 school year.
7

Identify the number of instructional staff who joined the school during the 2022-23 school year.
6

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	3	9	12	17	8	5	3	57
Attendance below 90 percent	0	0	0	0	0	0	3	8	9	12	6	4	2	44
One or more suspensions	0	0	0	0	0	0	2	4	6	5	3	0	0	20
Course failure in ELA	0	0	0	0	0	0	0	1	3	1	1	0	0	6
Course failure in Math	0	0	0	0	0	0	0	1	1	2	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	2	6	7	9	3	0	0	27
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	1	7	8	8	2	0	0	26
Number of students with a substantial reading deficiency	0	0	0	0	0	0	2	6	7	9	3	3	2	32

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	3	5	6	9	5	1	0	29

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	3	7	5	10	5	3	1	34
Students retained two or more times	0	0	0	0	0	0	1	1	4	8	2	2	2	20

Date this data was collected or last updated

Friday 8/26/2022

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	1	8	13	18	13	3	0	56
Attendance below 90 percent	0	0	0	0	0	0	1	5	10	15	11	3	0	45
One or more suspensions	0	0	0	0	0	0	0	5	3	3	2	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	2	0	7	4	3	0	16
Course failure in Math	0	0	0	0	0	0	0	3	0	7	1	3	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	6	7	6	5	2	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	1	5	8	2	0	0	0	16
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	2	8	9	4	0	0	24

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	4	2	9	6	3	0	24

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	5	9	13	10	3	0	41
Students retained two or more times	0	0	0	0	0	0	1	3	6	4	5	1	0	20

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		42%	51%					49%	56%
ELA Learning Gains								47%	51%
ELA Lowest 25th Percentile								33%	42%
Math Achievement		33%	38%					42%	51%
Math Learning Gains								48%	48%
Math Lowest 25th Percentile								41%	45%
Science Achievement		33%	40%					59%	68%
Social Studies Achievement		47%	48%					62%	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
FRL											
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	9										
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	8										

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	8
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	32
Total Components for the Federal Index	4
Percent Tested	85%
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	
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	
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	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

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?

This past school year we focused on our white students since in years past they were below 41%. We implemented Freckle as an intervention for both math and reading and the leadership team monitored it monthly, while teachers monitored it weekly. We monitored their SchoolNet district-created assessments quarterly, STAR every 12 weeks, and their classroom assessments.

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

We saw an improvement in the performance of white students as indicated by the 21-22 data reported. We built in a targeted support schedule for the remediation of students using Freckle.

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?

Our greatest needs for improvement are fine-tuning our remediation strategies to address the 47% of girls that are at level 1 on FSA ELA, the 46% of girls that are level 1 on FSA Math, and 56% of girls with a substantial reading deficiency. Attendance is a concern 77% of girls have an attendance rate below 70%.

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

On average, our girls are with us for around 11.5 months. We generally serve 55-60 girls at a time and typically serve around 115 girls per year. We see reading deficiency trends in our 8th and 9th-grade students reading deficiency which impacts academic performance across content areas, and also affects their academic motivation. We also see higher rates of non-attendance amongst the 7th, 8th, and 9th graders.

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

We will focus on remediation and increasing student performance by targeted one on one and small group reading instruction through the use of Read180, Edgenuity (reading, math), and Freckle (reading, math). We will utilize progress monitoring tools embedded in the above-mentioned resources, as well as AR, STAR, and FAST assessments to measure progress toward the goal. We will focus on classroom instruction based on specifically prescribed standards-based instruction, fluency, phonemic awareness, and comprehension will be the focus.

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.

Academic Team members will receive professional development in small group instruction, standards-based instruction, and data-driven decision-making. Academic team members will also receive continued support on strategies to best meet the needs of ESE students. Team members will also receive training on social and emotional needs of students in the classroom.

Areas of Focus:

#1. ESSA Subgroup specifically relating to Economically Disadvantaged	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	ELA Achievement has not been met. ELA Achievement is at 5%. The overall federal index for economically disadvantaged students is 0%. With 100% of students identified as economically disadvantaged, we will focus our efforts on the entire student population.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	ELA Achievement will move from 5% to 8% or higher as indicated on the ESSA data report.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress toward the goal will be monitored by formative classroom assessments, Freckle, Edgenuity, Read180, AR, STAR, and FAST. The leadership team will conduct bi-weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also conduct monthly reviews of school-wide data and Key Performance Indicators (KPIs). The leadership team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.
Person responsible for monitoring outcome:	Laurie Rodgers (lrodgers@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Integration of reading and writing across all content areas. 2. Provide explicit vocabulary instruction 3. Provide direct and explicit comprehension strategy instruction 4. Provide opportunities for extended discussions of text meaning and interpretation. 5. Integrate writing and reading to emphasize key writing features.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	To support reading comprehension and content acquisition among middle/high school students with reading disabilities and difficulties, content-area teachers must employ evidence-based literacy instruction. This instruction is especially critical in the content areas because the majority of students with disabilities—those who typically struggle with reading comprehension receive at least 80% of instruction in the general education setting (USDOE, National Center for Education Statistics, 2016). The Institute of Education Sciences practice guide on improving adolescent literacy (Kamil et al., 2008) provides recommendations on using evidence-based literacy practices to support literacy skills of students with and without disabilities. These recommendations

used for selecting this strategy.	include providing students explicit vocabulary and reading comprehension strategy instruction and opportunities to participate in text-based discussions. In order to ensure that students receive evidence-based literacy instruction that aligns with the recommendations outlined in the IES adolescent literacy practice guide, all teachers despite content-area focus should integrate evidence-based literacy practices into instruction.

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.

The leadership team will conduct bi-weekly walkthroughs to monitor the implementation of planning, professional development, and remediation.

Person Responsible	Laurie Rodgers (lrodgers@escambia.k12.fl.us)

The leadership team will also conduct monthly reviews of school-wide data and Key Performance Indicators (KPIs).

Person Responsible	Laurie Rodgers (lrodgers@ecsdfl.us)

The leadership team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching
opportunities.

Person Responsible	Laurie Rodgers (lrodgers@ecsdfl.us)

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.	

#2. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Math Achievement has not been met. Math Achievement is at 0%. The overall federal index for economically disadvantaged students is 0%. With 100% of students identified as economically disadvantaged, we will focus our efforts on the entire student population.

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

Math Achievement will move from 0% to 5% or higher as indicated on the ESSA data report.

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

Progress toward the goal will be monitored by formative classroom assessments, Freckle, Edgenuity, STAR, and FAST. The leadership team will conduct bi-weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also conduct monthly reviews of school-wide data and Key Performance Indicators (KPIs). The leadership team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:

Laurie Rodgers (lrodgers@escambia.k12.fl.us)

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

1. Use of manipulatives and content area tools
2. Provide professional development on making student thinking transparent (solution process, drawing a picture, or making a graph) - metacognitive strategies
3. Provide students with a real-world approach to math instruction and understanding
4. Use the data to make informed instructional decisions

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

According to the Standards Institute for Mathematical Practice, high-leverage practices in mathematics are foundational practices shown to improve outcomes for students with disabilities and students with learning deficiencies. When addressed through collaboration, assessment, social/emotional/behavioral practices, and standards-based instruction, these strategies positively impact student outcomes. There is strong evidence to support that explicit, systematic instruction, visual representations, schema instruction and metacognitive strategies enhance student learning in the math classroom.

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.

Professional development will include the following: implementation of the BEST standards, Freckle - how to use it as a data point for writing academic goals and creating standards-based remediation groups, reading across the content areas, small group instruction, and lesson planning and instructional delivery. Explicit small group PD for lesson planning and instruction.

Person Responsible   Laurie Rodgers (lrodgers@ecsdfl.us)

Instructional coaching by Program Director/Academic Manager will be provided to teachers on an as-needed basis and will concentrate on student engagement, small group planning and instruction, and data-driven decsion making.

Person Responsible   Laurie Rodgers (lrodgers@ecsdfl.us)

The leadership team will conduct classroom walks on a bi-weekly basis to monitor the implementation of professional development and planning outcomes. The leadership team will provide feedback to teachers and determine coaching support based on the data metrics and classroom walks. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on qualitative and quantitative data.

Person Responsible   Laurie Rodgers (lrodgers@ecsdfl.us)

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.

Other

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

We have an agency-wide Growth and Change System to learn about Pace, promote positive behaviors, and encourage a sense of self-efficacy. Girls earn points for exhibiting behaviors that are correlated with our Pace culture of Caring, Learning, Purpose and Results. The points sheets are totaled and evaluated weekly.
Girls are also offered an opportunity for growth change and excellence if they are having difficulty maintaining positive behaviors in the classroom. The counselors work with the girls individually on coping skills, communication skills, problem-solving, and conflict resolution when they receive the opportunity for change. The opportunities are collected and evaluated to monitor progress, make behavior plans or modify plans when needed.

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

Girls receive feedback and are also invited to participate in the feedback process. Caregivers participate in Monthly Parent Conferences with program team members to communicate progress toward goals and areas for support. Dissemination of information also takes place during all-staff meetings.

Describe how implementation will be progress monitored.

The leadership will regularly monitor progress through a review of formative and summative data to support center-wide goals, classroom walkthroughs, academic meetings, and review of Key Performance Indicators (KPIs).

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 will be introduced to the Growth and Change System upon enrollment.	Rodgers, Laurie, lrodgers@ecsdfl.us
Each girls advisor and counselor support the completion of the requirements related to stage advancement.	Rodgers, Laurie, lrodgers@ecsdfl.us
Girls receive points in each class through out the day. Weekly they are totaled and used to purchase items form the point store. The points earned are also used as part of the requirements for staging up.	Rodgers, Laurie, lrodgers@ecsdfl.us
Girls are celebrated monthly during the Growth and Change ceremonies.	Rodgers, Laurie, lrodgers@ecsdfl.us