Pace Center For Girls, Inc. School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Pace Center For Girls, Inc.

2225 N ANDREWS AVE, Wilton Manors, FL 33311

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Pace Center for Girls 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.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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
Nunez, Sara	Executive Director	Complete operational oversight of Pace Center for Girls Broward, including hiring, training, and coaching of staff; overseeing program, academic, and social service activities; and compliance.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Pace Center for Girls Broward has a process for involving student stakeholders at its core. The center is specifically designed for middle and high school age girls who are at risk for delinquency or dropping out of school. Pace employs gender-responsive, trauma-informed, strength-based prevention and early intervention programs for girls with multiple risk factors. Pace Broward's leadership team, teachers and school staff is inclusive of an Academic & Counseling Day Program, with a year-round academic, counseling, case management, life skills, psychoeducation, and transition support services program provided to adolescent girls and young women, ages 11 - 17 in a safe, structured, and supportive school-based setting.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Pace Broward's 2023-2024 SIP will be regularly monitored for effective implementation & impact through the following processes; classroom walkthroughs, student progress monitoring, staff feedback, and

parental input. Data will be shared and discussed with the leadership team on a bi-monthly basis. The criteria that will be used by the leadership team to make adjustments includes a review of identified interventions and corresponding data analysis using the SIP's "Planning for Improvement" reflection prompts.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	No
2022-23 Minority Rate	85%
2022-23 Economically Disadvantaged (FRL) Rate	86%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	
DJJ Accountability Rating History	2022-23: Acceptable 2021-22: Commendable 2020-21: Acceptable

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	4	16	20
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	6	6
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	7	7
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	2	2

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	4	16	82
One or more suspensions	0	0	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	6	16
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	7	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	2	6

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	4	16	20
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	6	6
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	7	7
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	2	2

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	20	50	50	9	52	51	25		
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	7	36	38	0	41	38	15		
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		60	64	0	35	40			
Social Studies Achievement*		66	66	7	51	48	15		
Middle School Acceleration					50	44			
Graduation Rate		90	89		54	61			
College and Career Acceleration		61	65		66	67			
ELP Progress		50	45						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	14
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	27
Total Components for the Federal Index	2
Percent Tested	53
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	4

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	16
Total Components for the Federal Index	4
Percent Tested	38
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK	4	Yes	1	1
HSP				
MUL				
PAC				
WHT				
FRL	30	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL				

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	20			7								
SWD												
ELL												
AMI												
ASN												
BLK	8			0							2	
HSP												
MUL												
PAC												
WHT												
FRL	30										1	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	9			0			0	7				
SWD												
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	25			15				15				
SWD												
ELL												
AMI												
ASN												
BLK								20				
HSP												
MUL												
PAC												
WHT												
FRL												

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Attendance continues to the component with the least amount of improvement. Consistent, on-time attendance was greatly affected by COVID, as some girls remained on a remote learning platform for the entire school year, while those who came to school in-person continued to struggle with consistency, transportation, and other barriers to high attendance.

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

The data component that showed the greatest decline from the prior year is student attendance. The factor that contributed the most to this decline is lack of commitment and consistency with both students and parents.

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.

The data component with the greatest gap as compared to the state average is that of reading achievement of Black/African American and Economically Disadvantaged Students. Socio-emotional learning and trauma-informed care remain high priorities in the acceleration of academic success for Pace students. Teachers need training and development to ensure that they receive instructional strategies to meet the academic and social-emotional needs of low performing students.

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

In an effort to increase the number of girls who tested year over year in FSA Math and FSA ELA, a number of strategies were employed. Pace Broward created a testing schedule that was communicated to girls and parents far in advance of the testing windows. The communication continued when students interacted with their advisors and counselors, reminding and encouraging the girls to be present on testing days. Additionally, specific communication was made to girls who needed to take the assessments. These strategies resulted in a 30% increase in the number of girls who tested.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

For grades 6-8, the EWS data highlights that student attendance is the potential area of concern.

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

The highest priorities for school improvement in the upcoming year are indicated from the highest priority in the following order; attendance, reading achievement and mathematics achievement.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Parent Engagement

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

The specific measurable outcome is for a minimum of 80% of the enrolled student population to have at least 1 Monthly Parent Contact (MPC) per month that they are enrolled at the center.

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

Students' assigned counselors will be tasked with monitoring monthly parent contact attempts for the purpose of engaging parents and providing them with an update on social service goals, in addition to academic progress and barriers to making academic gains. Counselors will document dates and notes from parent contact meetings upon conclusion each month. Counselors will also maintain an internal system to track monthly collaborations and ensure face to face meetings are achieved at the center, in the home, or in the community to provide continuity of care.

Person responsible for monitoring outcome:

Sara Nunez (sara.nunez@pacecenter.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention that will be implemented for Pace Broward's area of focus is the Strengthening
Families Program (SFP). A group-based, family skills training intervention, which provides children's life skills, parenting life skills, and family life skills sessions.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for selecting this strategy is to utilize an inclusive approach to developing positive family interactions and not focus primarily of the challenges that parents might be facing.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Every student will receive a monthly parent engagement (MPC) attempt.
2. MPCs will be monitored by counselors on a consistent basis through a report system in an internal data base, which allows tracking to ensure every student has received a monthly parent engagement attempt.
3. Counselors will track progress through collaboration with student advisors.

Person Responsible: Sara Nunez (sara.nunez@pacecenter.org)

By When: The end of each month

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Inconsistent attendance is a factor impacting student achievement. Student learning improves with consistent attendance, high-quality teaching, engaging curriculum, feeling safe in the learning environment, and a positive relationship between the home and school. This area of focus is needed to address the current school year attendance. Early Warning Indicator rates includes: 60% of enrolled students with more than two absences in the last 30 days, attendance rates dropping below enrollment attendance rating, or student attendance rates decreasing month-to-month.

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

For the 2023-2024 school year, Pace Broward will focus on improving student attendance rates. By June 2024, at least 45% of the student population (representing an increase from 40% currently) will achieve at least an 80% attendance rate.

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

Attendance rates will be monitored through Pace's internal data collection system. Daily attendance calls are made to parent/caretakers for students not in attendance. Students with 3 or more days of unexcused absences will also have a parent/caretaker contacted by a member of the Academic and/or Social Services departments and a home visit will be conducted for students exceeding a week of absences.

Person responsible for monitoring outcome:

Sara Nunez (sara.nunez@pacecenter.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Social and Emotional Learning (SEL) involves a coordinated set of evidence-based practices for enhancing social-emotional-cognitive development, positive behavior, interpersonal relationships, and academic performance.
> Growth & Change model of behavior modification to provide some external incentives for on-time regular attendance.
> Provision of wraparound case management services to help remove barriers to daily attendance, such as transportation and childcare.
> Continued utilization of bell schedule with a later start time.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Social and Emotional Learning (SEL) involves a coordinated set of evidence-based practices for enhancing social-emotional-cognitive development, positive behavior, interpersonal relationships, and academic performance. Research shows that improving a school's climate and culture is an important way to achieve this goal, especially in schools with diverse student populations. SEL can increase student achievement and promote prosocial behaviors, engage students in learning and reduce depression and stress, factors critical to student attendance. SEL can help schools reduce chronic absenteeism and improve attendance rates.
Pace will continue to utilize a bell schedule with a later start time to remove barriers to on-time school arrival, such as the use of public transportation and the need for additional rest for adolescents. In addition, Pace's wraparound services will assist girls in identifying and problem-solving around additional

barriers to attendance. Pace's Growth & Change model works to incentivize girls for daily, weekly, and monthly attendance while forming a positive attitude towards school and learning.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

Engage girls in the Growth & Change model of behavior modification which initially incentivizes girls for on-time attendance while increasing their intrinsic motivation to attend school in a safe, gender-responsive, trauma-informed, strength-based environment.

Person Responsible: Sara Nunez (sara.nunez@pacecenter.org)

By When: June 14, 2024

Identify students with attendance challenges and provide intensive support to the student and her family to identify strategies to increase on-time attendance. Review of attendance plans will take place weekly with the girl's team and parent/guardian to ensure regular attendance.

Person Responsible: Sara Nunez (sara.nunez@pacecenter.org)

By When: June 14, 2024

Counseling staff will engage girls in weekly meetings, to monitor the implementation and impact of the targeted SEL groups encompassing a variety of topics and activities to increase positive behavior, interpersonal relationships, and academic improvement.

Person Responsible: Sara Nunez (sara.nunez@pacecenter.org)

By When: June 14, 2024

Monthly Parent Contacts will be made by counseling staff to engage parents in advising on student progress and informing them of current barriers and progress towards learning plans.

Person Responsible: Sara Nunez (sara.nunez@pacecenter.org)

By When: June 14, 2024

The leadership team and counseling staff will monitor the Monthly Parent Contacts (MPC's) through Pace's internal data collection system.

Person Responsible: Sara Nunez (sara.nunez@pacecenter.org)

By When: June 14, 2024

Teachers and leaders at Pace Center for Girls Broward will receive training and development throughout the year to ensure that they receive effective instructional strategies to meet the academic and social-emotional needs of low performing students, Black/African-American and Economically Disadvantaged students, as well as students needing trauma-responsive instruction.

Person Responsible: Sara Nunez (sara.nunez@pacecenter.org)

By When: June 14, 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Pace Broward is identified as a CSI school and therefore will collaborate with the district and stakeholders in using data to review resources and determine the needs of the center in comparison with other schools in the district. This process will should include a review of the use of the school's resources supported by all funding sources (federal, state and local) including both general funds and funds dedicated to school improvement activities.

As part of this comprehensive needs assessment process, resource allocation based on needs will be prioritized. Additionally, collaborative discussions will enable the school to consider available resources as part of the needs assessment process to inform evidence-based planning and final decisions concerning allocation of resources. The effective use of funds will enable sustainable systems and strategies to support improved outcomes for each student.