Pace Center For Girls Clay School

2023-24

Schoolwide Improvement Plan (SIP)

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Pace Center For Girls Clay

1241 BLANDING BLVD, Orange Park, FL 32065

www.pacecenter.org

School Board Approval

This plan was approved by the Clay County School Board on 10/5/2023.

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, Inc. (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.

Pace's 9 Guiding Principles
1. Honor the Female Spirit
2. Invest in the Future
3. Value the Wisdom of Time
4. Act With Integrity and Positive Intent
5. Embrace Growth and Change
6. Focus on Strengths
7. Exhibit Courage
8. Seek Excellence
9. Create Partnerships

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.

It is the policy of PACE to serve girls ages 11-17 years old who are at risk of school failure and/or dropout and/or involvement in the Juvenile Justice system. To determine if Pace is the most appropriate placement, based on the girl's assessed needs, a designated staff member will administer a needs assessment which includes a suicide risk screening component to the girl during the Intake interview. Pace utilizes the Prevention Assessment Tool (PAT) as the needs assessment at intake. The PAT is an instrument designated and approved by the Department of Juvenile Justice.

Pace will make every attempt to provide services to at-promise girls. However, Pace may not be able to meet the needs of all girls referred effectively. In the event that Pace is not the most appropriate placement, a referral to a more suitable placement for the girl will be offered by designated Pace staff. Girls are accepted into the program regardless of race, color, religion, creed or sexual orientation. The decision to attend Pace is voluntarily made by each individual girl and her parent/guardian. In some instances, Pace accepts court-ordered placements in accordance with local contracts and girls' needs. There is no charge for girls to attend Pace. When applicable, Pace may assist with necessary student expenses, including bus fare, school supplies, and personal needs.

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
Stocks, Katelyn	Academic Coordinator	
Reynolds, Carla	Program Director	
Woodberry, Sylvia	Social Service Manager	
Thomas, Genelle	Executive Director	Works with CCDS for the development of our district contract. She is also responsible for the areas of financial resources development for the entire program. Supervises middle management.
Reynoso, Deborah	Office Manager	She is responsible for financial management, contract management, facility, and vehicle management, staff training, and oversees most administrative tasks. She supervises the receptionist.

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.

We work with many stakeholders beyond staff, students, and board members. As a non-profit, we rely on volunteers and building community partnerships. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment is critical. Stakeholder
groups more proximal to the school include teachers, students, families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

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))

The SIP will be monitored through our quarterly progress monitoring (i.e., STAR and FAST). The Academic Coordinator monitors this data and RTI data to affirm achievement for students performing below grade level. RTI is revised quarterly for maximum growth. The committee will also complete a mid-year review. Through this monitoring and review, the plan may be revised, if necessary, to ensure continuous improvement.

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	52%
2022-23 Economically Disadvantaged (FRL) Rate	75%
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: Commendable

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	1	4	7	12
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	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	0	

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	0	0	

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	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	0	0	
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	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	0	

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	0	0	

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	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	0	0	
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	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	0	

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	0	0	

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	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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*	44	57	50	25	56	51	40		
ELA Learning Gains							40		
ELA Lowest 25th Percentile									
Math Achievement*	21	50	38	0	35	38	10		
Math Learning Gains									
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	36	74	64	0	43	40			
Social Studies Achievement*		80	66	15	48	48			
Middle School Acceleration					39	44			
Graduation Rate		95	89		75	61			
College and Career Acceleration		63	65		78	67			
ELP Progress		52	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	34
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	101
Total Components for the Federal Index	3
Percent Tested	78
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	10
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	40
Total Components for the Federal Index	4
Percent Tested	48
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				
HSP				
MUL				
PAC				
WHT	35	Yes	1	
FRL				

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				
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	44			21			36					
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	40			30							2	
FRL												

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	25			0			0	15				
SWD												
ELL												
AMI												
ASN												
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	40	40		10								
SWD												
ELL												

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
AMI												
ASN												
BLK												
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.**

Middle school math showed the lowest performance for the 2022-2023 school year. The 6th, 8th, and
10th graders are below district average for English/Language Arts. Contributing factors are the loss of
the ELA teacher and lack of math teacher until the spring semester.

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

The scores from 8th and 10th grade declined from the previous school year (2021-2022) evidenced by
the FSA English/Language Arts scores. The English teacher left during the spring semester.

**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 8th grade ELA FAST scores had the greatest gap compared to the state average. Contributing
factors include trauma, environment, and school loss.

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

The Algebra I data showed the most improvement. The focus of the previous School Improvement Plan was Algebra. Last year's data showed 0% of Pace students passed the Algebra I EOC. This year we showed a 30% increase in passing scores. The 9th grade ELA scores improved and was above the state average for the 2022-2023 school year. We implemented daily intervention for students utilizing Khan Academy. Once we hired a math teacher, they implemented a math "boot camp" that focused on Algebra and passing the BEST Algebra exam.

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

N/A due to no data.

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

1. ELA scores
2. Pre-Algebra Skills
3. Attendance

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

#1. Instructional Practice specifically relating to ELA

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.

The FAST ELA trend showed a need for improvement across all grade levels, specifically 6th, 8th, and 10th grade. All three grades showed little or no growth across the PM1 to PM3 averages as well as were below state and district averages. 65% of the students in 6th, 8th, and 10th grade that took the test were below state and district averages.

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

By the end of May 2024, the percentage of girls scoring at or above the district and state level will increase from 35% to 45% using RTI, as measured by the FAST ELA.

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

The STAR assessment will be administered every 12 weeks.

Person responsible for monitoring outcome:

Katelyn Stocks (katelyn.stocks@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.)

Khan Academy will be used with intervention groups 2-3 times a week by tier for 20-30 minutes a session.

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

Khan Academic provides real-time insights that help teachers make daily instruction decisions. In a recent study, Khan Academy students were over twice as likely to meet grade-level standards. Khan Academy personalizes learning so that students can practice at their own pace, first filling in the gapers in their understanding and then accelerating their learning with tailored instruction to meet the needs of every student.

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 1 - Strong Evidence

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.

Khan Academy

Person Responsible: Katelyn Stocks (katelyn.stocks@pacecenter.org)

By When: May 2024

#2. Instructional Practice specifically relating to Math
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.
The 8th grade FAST Math scores showed a significant gap between the district and state averages to Pace Clay. The district average scaled score was 344, the state average was 335, and Pace's scaled score was 315. 63% of the 8th-grade students scored below the district and/or state average demonstrating an achievement gap.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
By the end of May 2024, the percentage of girls scoring at or above the district and state level will increase from 37% to 47% using RTI, as measured by the FAST Math assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
The STAR Assessment will be administered every 12 weeks.
Person responsible for monitoring outcome:
Katelyn Stocks (katelyn.stocks@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.)
Khan Academy will be used with intervention groups 2-3 times a week by tier for 20-30 minutes a session.
Rationale for Evidence-based Intervention: Explain the rationale for selecting this specific strategy.
Khan Academic provides real-time insights that help teachers make daily instruction decisions. In a recent study, Khan Academy students were over twice as likely to meet grade-level standards. Khan Academy personalizes learning so that students can practice at their own pace, first filling in the gapers in their understanding and then accelerating their learning with tailored instruction to meet the needs of every student.
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 1 - Strong Evidence
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.
Khan Academy
Person Responsible: Katelyn Stocks (katelyn.stocks@pacecenter.org)
By When: May 2024

#3. 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.

In the 2021 school year, our attendance rate was 61%. In the 2022 school year, our attendance rate was 72%, an increase, but still below the expected 80% rate.

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

Center-wide attendance will improve from 72% to at least 75% for the 2022 school year with an attendance plan in place.

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

Daily attendance is taken, and attendance reports will be generated monthly in Impacts for review.

Person responsible for monitoring outcome:

Carla Reynolds (carla.reynolds@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.)

Girls with 100% Monthly Perfect Attendance will be entered into a drawing for a gift card, recognized at Growth & Change ceremonies, and receive four dress-down passes for the following month. Girls with 80% and above attendance will be recognized at Growth & Change ceremonies and receive two dress-down passes for the following month. Girls who improve attendance by at least 10% in a month will receive one dress-down pass. Girls will three months of perfect attendance will be eligible to go to the salon with the ED. Girls with six months of perfect attendance will be eligible to go to lunch and the salon with a staff member of choice.

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

This strategy improved 2022's attendance by 11%.

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 3 - Promising Evidence

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.

No action steps were entered for this area of focus

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).

Members of the SIP Committee will meet with district members over school improvement monthly to review SIP efforts and expenditures.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Stakeholders will receive information on viewing the SIP at https://www.floridacims.org/plans and the ability to obtain a copy of the SIP upon request. The SIP will be made available in another language upon request.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Pace conducts Monthly Parent Contacts (Meetings) to review a girl's academic and social service progress. At this time, progress on academic and social service goals is discussed. Pace also provides quarterly family engagement activities, including guest speakers and community resources. The Board of Directors meets monthly to plan community and school events to support Pace's mission.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Pace provides a daily intervention/study hall block. Any girl below grade level in math or ELA participates in RTI. Girls on or above grade level participate in enrichment activities. Pace will offer the PSAT and SAT this year. Math boot camps will be provided to strengthen math skills. Pace is updating its library to offer girls more opportunities to engage with literature.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Pace partners with St. Johns River State College. The college provides scholarships for Pace graduates in collaboration with AT&T pioneers. Pace has reintroduced its partnership with the Delores Barr Weaver Policy Center. Pace provides a GED program in collaboration with the Adult Education Center in Clay County Schools. Pace is implementing a partnership with the Adult Education Program in Clay County to provide CTE certification classes.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Pace girls are assigned counselors and an academic adviser upon enrolling in the program. The counselor meets with students bi-weekly and develops a plan for growth in identified areas. The advisors meet with students bi-weekly to discuss current academic progress and goals. The students are provided 6 week long psycho-educational groups that cover topics such as self-esteem, social skills, conflict resolution, and substance use. There is an on-site licensed mental health therapist that is available to take a caseload. When transitioning from the program, they are contacted monthly by a transition counselor for a minimum of a year. This helps ensure any needed resources are provided.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students are given opportunities to tour college campuses and have people come speak to them about their career choice. Recruiters have come to speak with students about joining the military. The ASVAB will be administered to eligible students this year through Jacksonville MEPS.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Students take the STAR assessment every 12 weeks. Students participate in daily intervention/study hall. The ESE specialist includes staff in IEP and 504 meetings with students and parents. Students are reviewed monthly with all staff to discuss progress.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Each subject area has a specific instructional coach through the National Office. Teachers also have access to training through Pace Learns (our internal PD) and PD provided by Clay County Schools.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A