

Hillsborough County Public Schools

Pace Center For Girls School



2023-24

Schoolwide Improvement Plan (SIP)

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Pace Center For Girls

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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.

Mission:

Pace provides girls and young women an opportunity for a better future through education, counseling, training, and advocacy.

Philosophy

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.

Provide the school's vision statement.

Vision

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
Bobo, Cornelius	Principal	<p>The Principal:</p> <ul style="list-style-type: none"> • Directs and coordinates the educational, and administrative activities at the school site. • Demonstrates the Florida principal standards, serves as the instructional leader, and develops and evaluate educational programs to ensure conformance to state, national, and School Board standards. • Develops and coordinates educational programs through meetings with staff and site personnel, review of teacher's activities, and issuance of directives. • Confers with teachers, students, and site personnel regarding behavioral concerns in and out of the classroom. • Establish and maintains relationships with community organizations and other schools to coordinate educational services. • Requisitions and allocate supplies equipment and instructional material as needed. • Direct preparation of class schedules, cumulative records, and attendance reports. • Plans and monitors school budget. • Conducts staff evaluations and provides constructive feedback in effort to improve instruction and student performance.
Pettingill, Kelly	Assistant Principal	<p>The Assistant Principal will:</p> <ul style="list-style-type: none"> • Assist with the provision of instructional, administrative, and operational leadership of the school site. • Makes our shares in the making of decisions in a timely manner, using appropriate levels of involvement so actions may be taken and commitments made by staff and others to ensure a safe and productive learning environment. • Influences the school stakeholders by a variety of means, such as persuasive arguments, set an examples or use an expertise. • Is able to present ideals to others in an open, informative, and non-evaluative manner, is able to write and verbally communicate clearly and concisely. • Uses data to implement and/or adjust curriculum. • Provides instructional supervision gathers, analyzes, and uses data from varied and multiple sources to build relationships. • Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve educational outcomes for students. • Organizes cooperatively with school and site staff and other stakeholders to design and implement ways to

Name	Position Title	Job Duties and Responsibilities
		<p>reach the goals and mission of the school.</p> <ul style="list-style-type: none"> • Skillfully facilitates others working together effectively and shows concern for diverse perspectives.
Brabham, Joanne	School Counselor	<p>The School Counselor duties and responsibilities include:</p> <ul style="list-style-type: none"> • Developing, implementing and managing school guidance programs. • Program student scheduling • Advise and assist students with academic development. • Serves as Testing Chair. • Provide academic advisement and academic interventions as needed to ensure student success. • Ensure academic accommodations are implemented. • Serves as Chair of the Child Study Team.
Rizzo, Nicole		<p>The ESE Specialist</p> <ul style="list-style-type: none"> • Provides support and services to students with disabilities (SWD) who have been determined eligible for Exceptional Student Education (ESE) services. • Coordinate the provision of ESE services per the student's Individual Education Plan. • Coordinate progress monitoring of ESE students and provide appropriate modifications as needed. • Responsible for implementing and ensuring compliance to established policies, procedures, regulations and processes required to maintain the program of services. • Provides student interventions and modifications to the academic program as needed developing related goals and objectives.
Judge, Lynette	Other	<p>School Social Worker Provides a variety of professional Services which foster student's social, emotional, and academic growth.</p> <ul style="list-style-type: none"> • Works to maximize coping skills for students in residential settings • Provides classroom support through consultation with teachers, administrators, and site personnel. • Promote and support the educational process by meeting the individual needs of students and families within the educational setting and the community. • Provides services including crisis intervention, individual counseling, and parent engagement. • Plans and develops school-based interventions with educators and site personnel. • Works with community agencies to provide support to families. <p>Assist with Positive Behavioral and Safety Support Plans.</p>
Lerebours, Davia	Other	<p>Responsible for the contractual compliance and fiscal stability of the program.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Demonstrates leadership and advocacy for the agency at all levels including: Advocates for the needs of girls in the local community</p> <p>Participates in special assignments and projects</p> <p>Provides input and communication pertaining policies, procedures and strategic direction setting</p> <p>Cultivates relationships with major stakeholder (i.e., legislatures, city and county officials, business interests, other child serving agencies, Juvenile Justice Council, and school boards)</p> <p>Demonstrates measurable results pertaining to the Standards of Excellence</p> <p>Focuses on the need of the agency and balances all competing voices to make optimal decisions for girls and staff</p> <p>Articulates and models the values of the agency in a way that inspires staff, girls, and board</p> <p>Directs and coordinates the educational, and administrative activities at the school site.</p> <ul style="list-style-type: none"> • Demonstrates the Florida principal standards, serves as the instructional leader, and develops and evaluate educational programs to ensure conformance to state, national, and School Board standards. • Develops and coordinates educational programs through meetings with staff and site personnel, review of teacher's activities, and issuance of directives. • Confers with teachers, students, and site personnel regarding behavioral concerns in and out of the classroom. • Establish and maintains relationships with community organizations and other schools to coordinate educational services. • Requisitions and allocate supplies equipment and instructional material as needed. • Direct preparation of class schedules, cumulative records, and attendance reports. • Plans and monitors school budget. • Conducts staff evaluations and provides constructive feedback in effort to improve instruction and student performance
Wallace, Yolanda	Other	<p>Manage and coordinate activities related to fidelity of the evidenced-based program model, including social services and academic components</p> <p>Facilitate cohesion in Academic and Social Service program components, as well as Reach Program Services (if applicable), to ensure the integration of</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Gender-Responsive, Strength-Based and Trauma-Informed programming and Pace Values and Guiding Principles</p> <p>Ensure quality programming that increases girls' resiliency and protective factors by improving relationships, increasing self-efficacy, and encouraging self-advocacy.</p> <p>Guide team members to provide strength-based behavior modification and to ensure appropriate use of the Growth and Change System in the program, including non-violent intervention of girls and caregivers when needed.</p> <p>Create partnerships with community resources to identify quality services and assistance that will enhance the program and cohesively meet the needs of girls.</p> <p>Ensure all school district requirements are met; may act as liaison between Pace and the local school district.</p> <p>Collaborate with the Academic manager to implement the School Improvement Plan and provide feedback to team members as needed.</p> <p>Manage existing agency resources to maximize efficiency, utilization, and innovation.</p> <p>Share responsible for ensuring the recruitment of girls and maintaining census of the program.</p> <p>Participate on the intake team to support decision-making about program enrollment.</p> <p>Provide crisis intervention and support as warranted, including family support, peer mediation, classroom support, consultation, and the coordination of risk assessments to ensure safety of the girls in the program.</p> <p>Utilize the student management system and other documentation to ensure that middle managers are following proper protocol regarding team member performance.</p>

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.

The Pace leadership team meets monthly to discuss student achievement and progress as evidenced through our monthly KPI's. We make decisions on necessary adjustments based on the data. The academic team meets monthly to review student achievement, gain professional development and discuss classroom strategies. The entire interdisciplinary team meets weekly to review each student and

their progress and to discuss intervention strategies. Parents are engaged monthly, and on an as needed basis to provide progress reports and to solicit their feedback. Ongoing consultation and collaboration takes place with district liaisons.

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))

We will review student data on a monthly basis, identifying areas and gaps in achievement, using that data we will design individualized interventions to support each student. Each quarter we will review the cumulative data and revise the SIP where necessary.

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	89%
2022-23 Economically Disadvantaged (FRL) Rate	48%
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: Commendable 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	1	6	7	14	
One or more suspensions	0	0	0	0	0	0	0	1	3	4	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	8	5	13	
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	2	2	4	
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	1	3	6	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	0	1	1
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	2	1	21	
One or more suspensions	0	0	0	0	0	0	0	0	0	3	
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	1	0	0	5	
Level 1 on statewide Math assessment	0	0	0	0	0	0	2	1	1	4	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	0	0	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	2	7

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

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	2	1	3	
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	1	0	0	1	
Level 1 on statewide Math assessment	0	0	0	0	0	0	2	1	1	4	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	0	0	1	

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	2	3

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

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*	18	51	50	7	52	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	8	42	38	0	39	38	6		
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*	0	64	64		46	40			
Social Studies Achievement*		69	66		49	48			
Middle School Acceleration					41	44			
Graduation Rate		89	89	0	64	61			
College and Career Acceleration		62	65		72	67			
ELP Progress		39	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	9
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	26
Total Components for the Federal Index	3
Percent Tested	86
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	2

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	7
Total Components for the Federal Index	3
Percent Tested	85
Graduation Rate	0

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	4	4
HSP				
MUL				
PAC				
WHT				
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	0	Yes	3	3
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	0	Yes	1	1

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	18			8			0					
SWD												
ELL												
AMI												
ASN												
BLK	0			8							2	
HSP												
MUL												
PAC												
WHT												
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	7			0						0		
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										0		
HSP												
MUL												
PAC												
WHT												
FRL										0		

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				6								
SWD												
ELL												
AMI												
ASN												
BLK				8								
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.

Reading is identified as the 2022 - 2023 data component that showed the lowest performance. A number of factors contributed to the low performance: Student Attendance, Tardies, Below Level Academic Proficiency, Mental Health Concerns, Family Instability, Teacher Vacancy, Lack of Parental Involvement, Transportation.

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

During the 2022 - 2023 school year Reading showed the greatest decline in proficiency from the 2021 - 2022 school year. Data indicates 63% of the student body reading significantly below grade level. A number of factors contributed to the low performance: Student Attendance, Tardies, Below Level Academic Proficiency, Mental Health Concerns, Family Instability, Teacher Vacancy, Lack of Parental Involvement, Transportation.

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.

Data indicates Reading as the component with the greatest gap when compared to the state average. A number of factors contributed to the low performance: Student Attendance, Tardies, Below Level Academic Proficiency, Mental Health Concerns, Family Instability, Teacher Vacancy, Lack of Parental Involvement, Transportation.

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

Data indicates Math as the component that showed the most improvement. Actions taken to improve student Math performance included: Teacher Retention, Professional Development, Boot Camp, Increased Academic Rigor, Intensive Tutoring.

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

The Early Warning System data showing the greatest concerns are Attendance and Reading.

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

Pace's highest priorities for the 2023 - 2024 school year are:

- Teacher Retention
- Student Attendance
- Student Mental Health
- Reading Improvement
- Math Improvement

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.

FSA-ELA Spring 2022 - 2023 data was used to identify ELA (specifically Reading and Reading Comprehension) as the academic area of greatest need, as greater than 90% of testing students scored below proficiency Level 3.

In accordance with Section 1111(c)(2) of ESSA, African American, Hispanic and economically disadvantaged students, Reading Below and Significantly Below Grade Level shall receive intensive Tier II and Tier III Academic Intervention to help improve reading proficiency.

Measurable Outcome:

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

Teachers will utilize differentiated instruction to increase student achievement on common assessments. Teachers will administer computer-based applications to ascertain baseline scores, identify areas of academic proficiency and deficiency, develop individualized academic improvement plans, conduct ongoing progress monitoring and track academic progress.

All students administered common and statewide assessments will increase their scores in Reading by 3% over the course of a school year.

Monitoring:

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

All students not achieving level 3 or higher on statewide assessments will receive a minimum of tier 2 academic instructional interventions and an effort to increase academic performance by one bucket level over the course of a school year.

Ongoing progress monitoring will track students' response to intervention and additional academic supports will be added as needed, based on response to intervention.

Any student not achieving level 3 or higher on statewide assessments will receive Tier 2 and Tier 3 academic instructional interventions increasing academic performance by one bucket level over the course of a school year.

Person responsible for monitoring outcome:

Yolanda Wallace (yolanda.wallace@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.)

Ongoing weekly progress monitoring will be conducted by the classroom teacher; ongoing bi-weekly progress monitoring will be conducted by members of the instructional leadership team. Progress monitoring plans will be reviewed and updated every semester.

Incorporation of differentiated instruction via computer-based applications and direct instructions are the evidence-based strategies being implemented. In accordance with Section 1111(c)(2) of ESSA, African American, Hispanic and economically disadvantaged students, Reading Below and Significantly Below Grade Level shall receive intensive Tier II and Tier III Academic Intervention, (in the area of Boot Camps, Tutoring and/or Increased Rigor) to help improve reading proficiency.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students present at various academic levels, with most students presenting significantly below grade level, differentiated instruction allows teachers to meet students at their level of academic proficiency in an effort to mitigate/improve those academic deficiencies. HCPS offers this research-based strategy as in service to Aid and professional development for teachers throughout the school year.

Common Assessment will be administered to all students upon enrolling in the program. Data will drive differentiating instruction as specific computer-based tier 2 and tier 3 interventions will be developed and implement it to address areas of deficiency.

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.

Weekly classroom monitoring - Teachers

Bi-Weekly Progress Monitoring - Academic Advisors

Monthly Progress Monitoring - Care Team

Development of Individual Academic Plan - Advisors/ Academic Manager

Person Responsible: Yolanda Wallace (yolanda.wallace@pacecenter.org)

By When: The above academic action steps will commence by August 30, 2023, and continue to June 30, 2024.

#2. Instructional Practice specifically relating to Differentiation

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.

Teachers will utilize "Differentiated Instruction" to increase student achievement on Common and Statewide Assessments. Teachers will administer computer based applications to ascertain baseline scores, identify areas of academic proficiency and deficiency, develop individualized academic improvement plans, conduct on-going progress monitoring and track academic progress.

Measurable Outcome:

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

All students who are enrolled and attend for at least 90 days and are administered the Common Assessment and State-wide Assessments will increase their scores in Reading and Math by 3% over the course of a school year.

All students in attendance for a minimum of 90 days and not achieving level 3 or higher on statewide assessments will receive Tier 2 academic instructional interventions, with the goal of increasing academic performance by one bucket level over the course of a school year.

Black/African American, Hispanic, or economically disadvantaged students in attendance for a minimum of 90 days and not achieving level 3 or higher on statewide assessments will receive Tier 2 and Tier 3 academic instructional interventions increasing academic performance by one bucket level over the course of a school year.

Monitoring:

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

On-going weekly progress monitoring will be conducted by the classroom teacher; On-going bi-weekly progress monitoring will be conducted by the academic advisor; On-going monthly progress monitoring will be conducted by the care team.

Person responsible for monitoring outcome:

Yolanda Wallace (yolanda.wallace@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.)

Incorporation of "Differentiated Instruction" via computer-based application and direct teacher instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students entering Pace present at various academic levels of proficiency, Differentiated Instruction allows teachers to meet students at their level of academic proficiency in an effort to mitigate/improve academic deficiencies. HCPS offers this research-based strategy as in-service professional development for teachers throughout the school year.

Computer-based academic instruction assists with teacher attrition and minimizes disruptions in the delivery of academic instruction.

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.

Weekly classroom monitoring - Teachers

Bi-Weekly Progress Monitoring - Academic Advisors

Monthly Progress Monitoring - Care Team

Development of Individual Academic Plan - Advisors/ Academic Manager

Person Responsible: Yolanda Wallace (yolanda.wallace@pacecenter.org)

By When: The above action steps will commence by August 30, 2023, and continue through June 30, 2024.

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**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.

Pace, like many other schools across the District, State, and Country, is experiencing difficulty with Teacher Recruitment and Retention. Our 2022 * 2023 Reading data denotes a significant decline in academic performance and proficiency as this is the area Pace struggled to recruit and retain teachers.

Measurable Outcome:

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

Pace will continue to advertise for and actively seek out qualified instructional staff as direct academic instruction is optimum for Pace students. When qualified instructional staff is not available, computer-based instruction will be implemented in an effort to minimize instructional disruption.

Monitoring:

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

Weekly classroom monitoring - Teachers

Bi-Weekly Progress Monitoring - Academic Advisors

Monthly Progress Monitoring - Care Team

Development of Individual Academic Plan - Advisors/ Academic Manager

Person responsible for monitoring outcome:

Yolanda Wallace (yolanda.wallace@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.)

Direct Teacher Instructional Delivery and Computer-based Instructional Delivery.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students entering Pace present at various academic levels of proficiency, Differentiated Instruction allows teachers to meet students at their level of academic proficiency in an effort to mitigate/improve academic deficiencies. HCPS offers this research-based strategy as in-service professional development for teachers throughout the school year.

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.

Weekly classroom monitoring - Teachers

Bi-Weekly Progress Monitoring - Academic Advisors

Monthly Progress Monitoring - Care Team

Development of Individual Academic Plan - Advisors/ Academic Manager

Person Responsible: Yolanda Wallace (yolanda.wallace@pacecenter.org)

By When: Teacher Recruitment and Retention is an ongoing process that will take place during the entire 2023 - 2024 school year.

#4. 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.

85.5% of the student population is comprised of African American, Hispanic, or Multi-racial students. Our students present as High Risk due to Department of Juvenile Justice involvement and poor school attendance, resulting in significant academic gaps.

Measurable Outcome:

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

EWS identified students enrolled in the program for greater than 90 school days shall increase their Common Assessment score by 3%. Common Assessment will be administered upon the student's arrival and dismissal into and from the program.

Monitoring:

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

EWS identified students enrolled in the program for greater than 90 school days shall increase their Common Assessment score by 3%. Common Assessment will be administered upon the student's arrival and dismissal into and from the program.

Person responsible for monitoring outcome:

Yolanda Wallace (yolanda.wallace@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.)

Common Assessment will be administered upon the student's arrival and dismissal into and from the program.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

100% of the student population is comprised of students identified with Early Warnings. Our students present as High Risk due to Department of Juvenile Justice involvement, low socio-economics, course failures, grade retention, and grade poor school attendance, resulting in significant academic gaps.

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.

No action steps were entered for this area of focus

#5. 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.

85.5% of the student population is comprised of African American, Hispanic, or Multi-racial students. Our students present as High Risk due to Department of Juvenile Justice involvement and poor school attendance, resulting in significant academic gaps.

Measurable Outcome:

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

EWS identified students enrolled in the program for greater than 90 school days shall increase their Common Assessment score by 3%. Common Assessment will be administered upon the student's arrival and dismissal into and from the program.

Monitoring:

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

EWS identified students enrolled in the program for greater than 90 school days shall increase their Common Assessment score by 3%. Common Assessment will be administered upon the student's arrival and dismissal into and from the program.

Person responsible for monitoring outcome:

Yolanda Wallace (yolanda.wallace@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.)

Common Assessment will be administered upon the student's arrival and dismissal into and from the program.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

100% of the student population is comprised of students identified with Early Warnings. Our students present as High Risk due to Department of Juvenile Justice involvement, low socio-economics, course failures, grade retention, and grade poor school attendance, resulting in significant academic gaps.

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.

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).

School staff meets to identify school, student, and staff needs; then resources being purchased are vetted to make sure they tie into the SIP. Once resources have been vetted the SAC Team prepares a ballot based on the identified needs. Once staff has voted approved resources are purchased or funds disbursed.