

Marion County Public Schools

Pace Center For Girls, Inc. School



2023-24

Schoolwide Improvement Plan (SIP)

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Pace Center For Girls, Inc.

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[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 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
Savage, Carole	Principal	All fiscal and Title 1 budget responsibilities. Responsible for the meeting with and facilitating the student advisory council.
Skifstad, Kelly	Other	Implementation of the school improvement plan, professional development planning, parent engagement, compliance with Title 1 deliverables.

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 counselors, teachers, directors, managers, and coordinators have ongoing conversations regarding the progress of the students. Staff that do not have access to testing portals are kept informed of student progress and overall student performance via regular staff meeting. Pace has taken parent feedback from individual monthly contacts (conferences) and previous parent/family nights into consideration. Pace will continue to gather parent feedback during monthly contacts and throughout four parent/family events scheduled during the 2023-24 school year. As well as student feedback (i.e. student academic and vocational goals) into consideration when creating the school improvement plan. Business and community leaders on the Board at Pace have also provided feedback taken into consideration in the development of the School Improvement Plan.

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 by assessing the students using STAR every other month at which time the staff will analyze the data, adjust the plan to address skill gaps, and implement the plan in a Study, Do, Act cycle. All content area teachers will use anecdotal data and classroom test/quiz data regarding reading to determine if the student skills are improving regarding working toward the State's academic standards.

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	Yes
2022-23 Minority Rate	51%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
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: Acceptable 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	2	0	0	2	
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	5	3	0	8	
Course failure in Math	0	0	0	0	0	0	5	3	0	8	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	4	1	5	10	
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	1	6	10	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	4	1	5	10	

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	6	6	12

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	2	2
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	3	8	22	
One or more suspensions	0	0	0	0	0	0	2	1	0	8	
Course failure in ELA	0	0	0	0	0	0	0	1	2	4	
Course failure in Math	0	0	0	0	0	0	1	2	1	7	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	1	5	12	
Level 1 on statewide Math assessment	0	0	0	0	0	0	1	1	5	10	
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		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	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	2	3	12	26

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	3	5
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	3	8	11	
One or more suspensions	0	0	0	0	0	0	2	1	0	3	
Course failure in ELA	0	0	0	0	0	0	0	1	2	3	
Course failure in Math	0	0	0	0	0	0	1	2	1	4	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	1	5	6	
Level 1 on statewide Math assessment	0	0	0	0	0	0	1	1	5	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	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	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	2	3	12	17

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	3	4
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	50		46	51	10		
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		32	38		38	38	8		
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		59	64		31	40			
Social Studies Achievement*		67	66		41	48			
Middle School Acceleration					41	44			
Graduation Rate		86	89		54	61			
College and Career Acceleration		63	65		67	67			
ELP Progress		46	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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	

2021-22 ESSA Federal Index

Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
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				
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												
SWD												
ELL												
AMI												
ASN												
BLK												
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												
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	10			8								
SWD												
ELL												
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.

The data from FAST (Florida Assessment of Student Thinking) showed ELA had the lowest performance among Pace students over all 3 testing periods throughout 2022-23 indicating a trend. Contributing factors include girls often come to Pace with deficiencies in academic and social-emotional skills (girls must have 3 or more SEL risk factors to enter Pace), girls often struggle with attending school, and staffing shortage experienced during the 2022-23 school year. According to an internal credit audit completed at Pace in summer 2023, 42% of girls enter Pace with credit deficiencies.

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

ELA data showed the greatest decline from the 2021-22 school year to the 2022-23 school year. The lack of a consistent ELA teacher, and student attendance and transportation issues are contributing factors. While math data improved during this period according to the FAST, the ELA data declined indicating that potentially crossing content area skills was not a priority among academic staff. Further, as Pace provides both counseling with heavy emphasis on social-emotional learning (SEL), the data may indicate that while girls were growing in SEL their academic growth may have stagnated. SEL growth is tracked individually on students with Pace's internal monitoring system where girls are discussed monthly during Care Review indicating whether she is making progress in SEL with her Pace Counselor.

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.

According to FAST results from the 2022-23 school year, the greatest gap when compared to the state average was in reading scores. It is important to note that the small number of students in one grade level (i.e. Pace had only 1 student in 7th grade who scored below expectations on the FAST) could skew the data. Contributing factors include girls often come to Pace with deficiencies in academic and social-emotional skills, girls often struggle with attending school, and staffing shortage experienced during the 2022-23 school year.

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

According to FAST math data showed the most improvement from 2021-22 to 2022-23. During that period Pace had a consistent math teacher, monitored student data, provided responsive teaching based on the data, and provided online coaching opportunities for staff regarding math strategies.

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

The greatest area of concern is ELA. Particularly improving reading comprehension. Reading comprehension skills are critical for progressing in all academic content areas.

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

Staff retention: Retaining qualified staff is essential to reducing fatigue within existing staff, the learning curve for new staff impacts staff and students, and the lack of qualified teachers in core content areas impact student performance.

Improving reading skills: Improving reading skills is critical to success in all content areas. When a student struggles to fluently read and comprehend information synthesis of information and meta-cognitive learning is not able to take place for genuine learning.

SEL skill building (coping and perseverance): Coping with uncomfortable feelings and emotions while growing and learning is essential for our students persevere during challenges in the learning process.

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.

Reading skills improvement is the highest priority as this is a critical skill that students will need in all content areas to make progress in meeting the State's academic standards in ELA, math, social studies, and science courses. The students will also need this critical life skill to be college, community, and career ready.

Measurable Outcome:

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

READING – 15%, or more, of students will read within the 50th percentile or greater as measured by the STAR assessment given in spring 2024.

Monitoring:

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

The reading skills of the students will be measured by the STAR assessment given bimonthly.

Person responsible for monitoring outcome:

Kelly Skifstad (kelly.skifstad@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.)

Evidence-based reading strategies that will be implemented in each content area include directed reading-thinking activity, graphic and semantic organizers, and K-W-L activity. The teachers will use these strategies in their content areas (math, science, social studies and ELA) to instruct the girls in strengthening their reading comprehension skills. Directed reading-thinking activity is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to prove or disprove their predictions. Graphic and semantic organizers are visual representation of information in a text that can help student monitor and improve their thinking about text they are reading. K-W-L is a strategy that helps students engage in what they are reading by asking themselves what they already know about the topic, what they want to know about the topic, and what they learned about the topic.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These reading strategies can be implemented in all content areas to improve comprehension, vocabulary, and making inferences.

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.

We will acquire and retain quality teachers for content areas.

Person Responsible: Kelly Skifstad (kelly.skifstad@pacecenter.org)

By When: September 2023

We will hold consistent academic team meetings where we review student data, and appropriate reading strategies for each content area to imbed into the lessons.

Person Responsible: Kelly Skifstad (kelly.skifstad@pacecenter.org)

By When: September 30, 2023

We will intentionally imbed reading strategies at least 1 time per week in all core content classes.

Person Responsible: Kelly Skifstad (kelly.skifstad@pacecenter.org)

By When: The end of the first semester.

#2. 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.

Upon completing a root cause analysis the Pace team determined that staff retention is a priority. Retaining quality staff is essential to student success. Staff having a sense of belonging is essential to staff retention.

Measurable Outcome:

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

On the 12 Gallop Poll 12 Question Survey question number 7 "My opinion matters", Pace will see an increase in the score by .10 by the end of the 2023-24 school year.

Monitoring:

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

Teacher retention will be monitored by keeping staff retention at 80%.

Person responsible for monitoring outcome:

Kelly Skifstad (kelly.skifstad@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.)

1:1 coaching meetings with teaching staff using Transformational Coaching where the coachee engages in self-reflection (beliefs, behaviors, and ways of being) to create their own path for growth. Teachers will also engage in 6 week coaching cycles around professional practices where feedback and support is provided.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Staff need to have efficacy and autonomy in creating their own plan for growth and improvement - transformational coaching provides the opportunity for that by not "telling" the staff how, where, when, or what to improve but rather by holding space to guided reflection on creating their own plans to move forward.

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.

Staff will engage in 1:1 with a Transformational Coach on a regular basis.

Person Responsible: Kelly Skifstad (kelly.skifstad@pacecenter.org)

By When: September 30, 2023

Teachers will engage in at least one 6 week coaching cycle.

Person Responsible: Kelly Skifstad (kelly.skifstad@pacecenter.org)

By When: The end of the 2023-24 school year.

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 will use available funding to ensure classroom technology (to demonstrate reading strategies for students), reading curriculum resources, and or funding for additional for personnel to support intensive reading is available to help student access and make progress in reading curriculum and skills.

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.

Parents will be invited to a Title family night in fall 2023 to explain the SIP. The SIP will be available upon request from Pace, and available to access online at the website for Florida Continuous Improvement Management Systems website (<https://www.floridacims.org/districts/marion/schools/9734>).

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 will hold 4 family nights to invite families into the Center to showcase reading strategies parents can do at home to support student growth in reading and to learn about the SIP and progress towards the SIP. Parents and families will be invited to growth and change ceremonies with the students throughout the year where the mission and vision of Pace is stated and reinforced through the ceremony. Parents will engage in monthly contacts with Pace counselors to learn about progress in social emotional learning and academic progress of their student. The SAC will meet including community stakeholders monthly throughout the school year to support the school's mission and vision.

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 will place a priority on staff retention to ensure teachers are consistent and students have access to high quality instruction. This includes the Academic Coordinator and Academic Manager/Program

Director supporting staff with coaching cycles, and coaching opportunities regarding strategies, and formative data analysis following a Study, Do, Act format.

Pace will place an emphasis on incorporating reading comprehension (including background information, making connections, and vocabulary) in all content areas. This will be covered through regular academic team meetings, teacher collaboration, and during coaching cycles.

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))

Supporting student's social-emotional development and academic success including in the area of reading, and reporting regularly to parents reading these two areas coordinates with the Department of Juvenile Justice's prevention efforts.

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 operates with internal compliance requirements from the Pace National Office and the Department of Juvenile Justice that requires at least biweekly meetings with a student's counselor, girls have daily access to meet with their counselor as well. Each girl meets biweekly with their academic advisor to discuss progress on academic and vocational goals. Information from these sessions is reported monthly to parents.

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 at Pace have an annual vocational goal. The vocational goal includes a career exploration component, research into the career, and required education. When a student transitions from Pace the girl will meet with a counselor and academic advisor to ensure she has a long-term goal created and understands her "roadmap" to accomplishing her long term goal including post-secondary education.

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).

Pace provides a universal (tier 1) level system for all girls in that they progress through 7 stages ranging from recognizing the opportunity to grow and change all the way to empowering others to grow and change. Tier 1 also includes bi-weekly 1:1 meetings with a counselor and academic advisor.

Tier 2 includes reflection opportunities, more frequent 1:1 meetings with counselors, and individual agreement opportunities.

Tier 3 includes reflection opportunities, contract opportunities, and frequent 1:1 meetings with a

counselor and academic advisor. Tier 3 might also include a behavior response plan for the staff in order to reduce or extinguish the interfering behavior.

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))

Teachers are recruited on competitive pay scale, rigorous interview process, and with proper teaching certification. Staff retention includes consistent formal coaching cycles with the academic manager, access to professional learning from Pace and the school district, and Center goals relating to building and maintaining a positive staff culture.

Regular academic meetings will address student data reviews, high-leverage practices and strategies for reading across content areas, and support from the counseling staff to address individual student mental health and behavioral needs. Teachers will continue to assess students' learning readiness skills (i.e. reading comprehension, note-taking, and critical thinking) and address lagging skills in their content areas to provide scaffolding and strategies to support student growth in these areas.

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