

Santa Rosa County School District

Pace High School



2023-24

Schoolwide Improvement Plan (SIP)

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Pace High School

4065 NORRIS RD, Pace, FL 32571

<http://www.santarosa.k12.fl.us/schools/phs/>

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/12/2023.

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.

To love, educate, and prepare all students for graduation and a successful future.

Provide the school's vision statement.

Santa Rosa County District Schools provides an environment that fosters each learner's potential, equips students for academic excellence and promotes lifelong learning.

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
Shell, Stephen	Principal	<p>As the Principal of Pace High School, Mr. Shell supervises all aspects of academics, athletics, extra curricula, personnel, school finances, and campus safety. He makes certain that Pace High School operates in alignment with Santa Rosa School Board policies and State of Florida Law. As the principal, Mr. Shell sets the tone for a collaborative atmosphere focused on the vision and mission of Santa Rosa County District Schools.</p>
		<p>Mr. Shell reviews student data and routinely observes instruction to ensure that all students are receiving Tier-1 standards-based instruction and that teachers are implementing interventions for struggling students who are not meeting grade-level proficiency. Mr. Shell organizes professional development for teachers. The main focus for professional development for the 2023-2024 school year will be Professional Learning Communities (PLC), which focuses on standards-based planning and standards-based instruction with an emphasis on student teams.</p>
		<p>Mr. Shell is the designated administrator for Pace High School's STEAM initiative through designated innovators and feeder-pattern schools in the Pace community.</p>
		<p>Mr. Shell is actively involved with Pace Community stakeholders. He maintains contact with local leaders, business members, volunteer organizations, and community members. Mr. Shell is a student-centered leader with compassion for faculty, staff, students, and families.</p>
		<p>Mr. Shell evaluates Social Science Teachers. In addition to evaluating teachers, Mr. Shell is also responsible for evaluating paraprofessionals and the administrative team.</p>
Filbert, Amie	Assistant Principal	<p>Mrs. Filbert oversees the Student Services Department at Pace High School, including two deans, one resource officer, and five support staff. Student Services enforces the Santa Rosa County District Schools Code of Student Conduct, as well as the Pace High School Student Handbook. Priorities for Mrs. Filbert and Student Services staff include behavior education and preventative measures, discipline, truancy, School Advisory Council, School Improvement Plan, Multi-tiered System of Supports (MTSS), progress monitoring (PMPs), Mental Health awareness and support, CSTAG (Comprehensive School Threat Assessment Guidelines) responsibilities, Suite 360 curriculum, and Anchored 4 Life.</p>
		<p>Under Mrs. Filbert's guidance and direction, Pace High School's Student Services oversees the front desk and interacts with students, parents, volunteers, and community visitors. Mrs. Filbert works with students and families to develop support for all students in need, with graduation being the end goal. Through the School Advisory Council, Mrs. Filbert works with community stakeholders to enhance the overall school environment. Mrs. Filbert facilitates MTSS so that students' academics, attendance, and behavior are appropriately monitored and given support when needed. Mrs. Filbert</p>

Name	Position Title	Job Duties and Responsibilities
		<p>organizes MTSS with the intent that all students will graduate with a high school diploma.</p> <p>Mrs. Filbert collaborates with the administrative team by examining data and developing an action plan that promotes student growth and proficiency. Mrs. Filbert meets weekly with the administrative team to address current issues, review student achievement data, and make adjustments if needed. Mrs. Filbert evaluates the English department and several ESE and Elective teachers. In addition to evaluating teachers, Mrs. Filbert is also responsible for evaluating paraprofessionals in these departments as well as Student Services personnel.</p>
Howell, Brian	Assistant Principal	<p>Mr. Howell supervises the management of facilities, state required testing, school safety, school volunteers, and transportation. Mr. Howell organizes the Pace High School Safety Plan so that it aligns with Santa Rosa County District Schools and State of Florida expectations to ensure that safety is the top priority.</p> <p>Mr. Howell works with a testing paraprofessional to coordinate and organize all required school-based testing, which includes locations, test administrators, proctors, scheduling, test security, and documentation protocols. Mr. Howell works with contracted custodial staff in maintaining campus grounds and athletic arenas, as well as a clean, safe, and well-kept learning environment. The upkeep of the grounds and athletic facilities is critical for the culture of a successful high school. Mr. Howell also oversees transportation for extra-curricular activities, athletic events and field trips.</p> <p>Mr. Howell collaborates with the administrative team by reviewing data from state assessments to create an action plan for the up-coming school year. The administrative team meets weekly to address current issues, review student achievement and school-wide progress, and make adjustments when necessary. Mr. Howell evaluates the Science, Physical Education, and designated elective teachers. In addition to evaluating teachers, Mr. Howell is also responsible for evaluating paraprofessionals in these departments.</p>
Gray, Dustin	Assistant Principal	<p>Mr. Gray supervises the Guidance Department and Curriculum. He directly oversees six guidance counselors and four support staff. His responsibilities include creating the master schedule, connecting courses to the correct state course codes, developing student schedules that include ESE services when necessary, and assisting teachers with curriculum needs and instructional requirements. He assures the correct placement of students' courses from remedial to honors, advanced placement (AP), and dual enrollment. He works diligently in collaborating to increase offerings in both academic and career/technical education, with Locklin Technical School and Pensacola State College to meet the needs of over 2,000 students.</p> <p>The Guidance Department coordinates graduation, award night ceremonies, and arranges participation in College Fair and information nights for parents</p>

Name	Position Title	Job Duties and Responsibilities
		<p>and students. Mr. Gray works with students and families to minimize drop-out rates and promotes active school involvement through clubs, sports, and student organizations. Mr. Gray collaborates with the administrative team by examining data and developing an action plan that promotes student growth and achievement. Mr. Gray meets weekly with the administrative team to address current issues, review student achievement data, and make adjustments if needed.</p> <p>Mr. Gray leads department chair meetings to ensure that all teachers are teaching B.E.S.T Standards with Tier-1 instruction. Mr. Gray evaluates the Math Department and several other elective teachers, including industry certifications. In addition to evaluating teachers, Mr. Gray is also responsible for evaluating paraprofessionals in these departments as well as Guidance personnel.</p>
Dunn, Robyn	Dean	Mrs. Dunn is one of three Dean of Students at Pace High School. She enforces the Santa Rosa County School District Code of Student Conduct, as well as the Pace High School Student Handbook and provides appropriate consequences and behavior support when necessary. Mrs. Dunn also assists with CSTAG, Mental Health Assessments, and MTSS.
Wright, Valerie	Teacher, K-12	Ms. Wright is an elective teacher and dean of students who is a mentor for her peers. Ms. Wright will lead the Professional Learning Community (PLC) for elective teachers. The focus of the PLC is to support teachers with standards-based planning, standards-based instruction, and student-led teams.
Kyser, Shanon	Reading Coach	Mrs. Kyser will model strategies or techniques for teachers, and conduct collaborative lessons. Mrs. Kyser will also work extensively with students to help them improve specific reading skills identified through progress monitoring.
Colvin, Kirti	ELL Compliance Specialist	Mrs. Colvin will focus on developing communicative English skills so that ELL students will be able to make the necessary gains. Mrs. Colvin will provide ELL students with the scaffolding, experiences, and support needed to begin comprehending and using social language.
Jernigan, Chasity	Teacher, K-12	Mrs. Jernigan will assist teachers in analyzing instructional practices, identifying successful teaching strategies, sharing resources, and planning how to use best practices.
Brooks, Heather	Teacher, K-12	Mrs. Brooks serves as an advocate for students at risk of dropping out of school or not graduating. She provides a variety of support and pathways for students to earn their high school diploma.

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.

When creating the SIP, Pace High School stakeholders work together to analyze data and apply interventions for improvement. As soon as state and district data are available, school leadership team members including administration, department chairs, and intervention teachers review school and individual student data, including: FAST scores, EOC scores, attendance data for students / staff, and the Stakeholder Engagement Survey.

This data is then shared with the School Advisory Committee. School Advisory membership is comprised of parents, teachers, students, and community leaders who review analyze data, while moving through the needs assessment review and problem solving process to ensure that the leadership team and stakeholders are identifying the same focus areas.

Once goals are established, the school level leadership works with district curriculum coordinators and the Office of Professional Learning (OPL) to ensure that Pace High School is providing teachers with support and development needed to achieve the school's objectives.

SIP Monitoring

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

Pace High School Administration will use various approaches to monitor the implementation of the SIP focus areas to ensure that students are making progress to set goals, with the end goal being graduation. MTSS will be organized by graduating cohorts. The MTSS leadership team will look at at-risk indicators for graduation, including: grades, attendance, state progress monitoring results, and discipline concerns.

Additionally, each semester, the principal and assistant principals will meet with District Leaders, including the Superintendent, Assistant Superintendent of Curriculum and Instruction, Grade Level Director, Literacy/Math/Science Coordinators, and the Director and Coordinator of Continuous Improvement. The purpose of the meeting will be to review current state progress monitoring data and to progress monitor the implementation of the School Improvement Strategies and Action Steps. Specific feedback will be provided and discussion will occur as to any barriers in applying the strategies of the plan.

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 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No

2022-23 Minority Rate	23%
2022-23 Economically Disadvantaged (FRL) Rate	35%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
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)	Students With Disabilities (SWD) English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

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*	53	55	50	60	58	51	61		
ELA Learning Gains				52			52		
ELA Lowest 25th Percentile				41			37		
Math Achievement*	50	49	38	61	41	38	63		
Math Learning Gains				47			40		
Math Lowest 25th Percentile				44			36		
Science Achievement*	76	76	64	71	57	40	70		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement*	68	73	66	74	49	48	71		
Middle School Acceleration					40	44			
Graduation Rate	94	91	89	95	69	61	96		
College and Career Acceleration	59	66	65	62	74	67	55		
ELP Progress		57	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)	ATSI
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	400
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	94

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	607
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	95

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	40	Yes	1	
ELL	13	Yes	2	2
AMI				
ASN	60			
BLK	53			
HSP	66			
MUL	68			
PAC				
WHT	68			
FRL	58			

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	42			
ELL	27	Yes	1	1
AMI				
ASN	57			
BLK	60			
HSP	50			
MUL	59			
PAC				
WHT	61			
FRL	53			

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	53			50			76	68		94	59	
SWD	25			24			36	33		28	6	
ELL	0			25							2	
AMI												
ASN	26			61			73	57		42	6	
BLK	33			33			70	53		36	6	
HSP	55			47			72	62		63	6	
MUL	51			47			80	79		53	6	
PAC												
WHT	55			51			76	69		61	6	
FRL	45			44			68	59		45	6	

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	60	52	41	61	47	44	71	74		95	62	
SWD	22	36	33	32	60	68	24	30		92	24	
ELL	8	45										
AMI												
ASN	50	68		55	50			60				
BLK	50	51	39	53	53	65	67	66		100	56	
HSP	60	47	22	54	33	18	48	62		100	56	
MUL	61	49	45	60	33	36	73	72		87	78	
PAC												
WHT	60	53	41	62	49	43	73	75		94	61	
FRL	49	48	44	50	39	36	60	62		90	52	

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	61	52	37	63	40	36	70	71		96	55	
SWD	22	40	31	29	30	19	38	40		100	15	
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	71	50		62						100	70	
BLK	45	48	23	46	39	50	41	33		100	33	
HSP	62	53	40	63	53		64	76		96	63	
MUL	59	52	47	67	34	20	67	71		97	48	
PAC												
WHT	62	52	37	64	40	37	72	72		95	55	
FRL	46	44	33	48	40	37	58	61		92	41	

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	51%	55%	-4%	50%	1%
09	2023 - Spring	58%	55%	3%	48%	10%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	58%	-10%	50%	-2%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	55%	3%	48%	10%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	75%	73%	2%	63%	12%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	71%	70%	1%	63%	8%

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.

Based on preliminary data for the 22-23 school year, both Math and ELA showed a decline in student proficiency.

60% of students scored proficient on the FSA ELA for the 21-22 school year. Based on preliminary data, only 55% of students scored proficient on the 22-23 PM3 FAST ELA.

61% of students scored proficient in FSA Math for the 21-22 school year. Based on preliminary data, only 54% of students scored proficient on the 22-23 PM3 FAST Math.

The contributing factors would be the loss of learning for students during the 2019-2020 and 2021-2022 school years. Students went back and forth between remote and a brick and mortar education setting, students developed learning gaps during quarantines due to the Covid Pandemic, and the inability to consistently retain qualified teachers.

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

Based on preliminary data for the 22-23 school year, both ELA and Math had similar declines in student proficiency; Math 7% decline and ELA 5% decline.

The contributing factors are poor teacher attendance and the inability to consistently retain qualified teachers.

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.

Based on preliminary data for the 22-23 school year, only 47% of students scored proficient on the ALG 1 EOC. This is 3% less than the state average (50%) and 11% less than the district average (58%).

The contributing factors are that the lowest performing students are now required to take Algebra 1 in

their first year of high school. These students rarely met proficiency years prior due to learning gaps and deficiencies in basic math skills and concepts.

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

Based on preliminary data for the 22-23 school year, 58% of the 2026 cohort scored proficient on the 9th grade FAST ELA. This is 3% higher than the district average (55%) and 11% higher than the state average (47%).

PHS administration collaborated with the Santa Rosa School District's Literacy Department and implemented additional ELA standards-based instruction in Progress Learning through elective courses. Students were given a common assessment so that their individual deficiencies were identified. Students were assigned individual standards-based assignments for student growth in ELA. We believe this effort of additional standard-based instruction supported more students in becoming proficient in ELA.

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

Data not available.

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

FAST ELA Proficiency
FAST Math Proficiency
ESSA Subgroup - ELL
Teacher/ Staff Attendance Rate

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.

Based on preliminary results, 55% of students scored proficient on PM3 FAST ELA assessment. This is a 5% decrease (60%) in students who scored proficient (level 3 or higher) on the 21-22 FSA ELA.

Measurable Outcome:

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

Pace High School would like for 60% (or higher) of students to score proficient (level 3 or higher) on the 23-24 PM3 FAST ELA.

Monitoring:

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

The PHS administration will collaborate with the SRCSD Literacy Department and Director OPL to facilitate a PLC (Professional Learning Community) for English teachers that focuses on standards-based planning and standards-based instruction with a focus on implementing student teams. Desired outcomes will be monitored through classroom observations, MTSS, progress monitoring, and data chats with English teachers.

Person responsible for monitoring outcome:

Amie Filbert (filberta@santarosa.k12.fl.us)

Evidence-based Intervention:

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

The evidence-based strategy that will be used to improve student ELA proficiency is a Professional Learning Community that is designed to support teachers with learning and implementing standards-based planning and instruction. This will ensure increased outcomes for student proficiency and growth.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Standards Assessment Inventory provided to teachers indicated a need for growth in Creating a Culture of Collaboration and Inquiry. Professional Learning Communities address this staff indicated desire for a "shared culture of excellence" and collective responsibility for all learners" (1). In order to increase standards-based planning and instruction, we will effectively implement Professional Learning Communities. This evidence-based strategy is designed to support teachers with learning and implementing standards-based planning and instruction (2).

Advancing Outcomes for All Learners: Standards for Professional Learning www.learningforward.com

The Effective Implementation of Professional Learning Communities <https://files.eric.ed.gov/fulltext/EJ1194725.pdf>

Tier of Evidence-based Intervention

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

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The PHS leadership team will review individual student data with English teachers for PM1, PM2, and PM3. Teachers will be provided individual scores and the scaled scores that are needed in order for students to meet proficiency (expected grade-level achievement level). Teachers are expected to have data chats with each student and communicate with parents when necessary. The expectations of student/teacher data chats are for the students to understand what is needed in order to meet proficiency on the FAST ELA.

Person Responsible: Amie Filbert (filberta@santarosa.k12.fl.us)

By When: Throughout the school year

Through collaboration with PLCs, teachers will create a pacing guide to ensure all grade-level English standards are taught throughout the school year. Teachers will also work together to develop scales that ensure that students are able to identify what they should be learning. By implementing a pacing guide and learning scales that are standards-based, students will receive high-rigorous instruction.

Person Responsible: Amie Filbert (filberta@santarosa.k12.fl.us)

By When: Throughout the school year

Identified instructional personnel will attend professional development based on standards-based instruction and the 5 core components of instruction: Explicit instruction, Scaffolded instruction, Corrective Feedback, Systematic Instruction, and Differentiated Instruction presented by the district literacy department. These instructional personnel will then share standards-based instructional strategies within the PLC.

Person Responsible: Amie Filbert (filberta@santarosa.k12.fl.us)

By When: Monthly

Identified instructional personnel will collaborate together to determine the best way for student teams to be implemented as an instructional strategy to advance academic achievement and proficiency.

Person Responsible: Amie Filbert (filberta@santarosa.k12.fl.us)

By When: Monthly

#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.

Based on preliminary results, 47% of students scored proficient on the 2022-2023 Algebra EOC. This is 11% less than the district average (58%) and 3% less than the state average (50%).

Measurable Outcome:

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

Pace High School would like for 50% (or higher) of students to score proficient (level 3 or higher) on the 23-24 Algebra EOC.

Monitoring:

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

The PHS administration will collaborate with the SRCSD Math Curriculum Coordinator and Director OPL to facilitate a PLC (Professional Learning Community) for Math teachers that focuses on standards-based planning and standards-based instruction with a focus on implementing student teams. Desired outcomes will be monitored through classroom observations, MTSS, progress monitoring, and data chats with teachers.

Person responsible for monitoring outcome:

Dustin Gray (grayd@santarosa.k12.fl.us)

Evidence-based Intervention:

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

The evidence-based strategy that will be used to improve student Algebra proficiency is a Professional Learning Community that is designed to support teachers with learning and implementing standards-based planning and instruction. This will ensure student proficiency and student growth.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Standards Assessment Inventory provided to teachers indicated a need for growth in Creating a Culture of Collaboration and Inquiry. Professional Learning Communities address this staff indicated desire for a "shared culture of excellence" and collective responsibility for all learners" (1). In order to increase standards-based planning and instruction, we will effectively implement Professional Learning Communities. This evidence-based strategy is designed to support teachers with learning and implementing standards-based planning and instruction (2).

Advancing Outcomes for All Learners: Standards for Professional Learning www.learningforward.com

The Effective Implementation of Professional Learning Communities <https://files.eric.ed.gov/fulltext/EJ1194725.pdf>

Tier of Evidence-based Intervention

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

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The PHS leadership team will review individual student data with Algebra teachers for PM1, PM2, and PM3. Teachers will be provided individual scores and the scaled scores that are needed in order for students to meet proficiency (expected grade- level achievement level). Teachers are expected to have data chats with each student and communicate with parents when necessary. The expectations of student/teacher data chats are for the students to understand what is needed in order to meet proficiency on the Algebra EOC.

Person Responsible: Dustin Gray (grayd@santarosa.k12.fl.us)

By When: Throughout the year

Through collaboration with PLCs, teachers will create a pacing guide to ensure all Algebra 1 standards are taught throughout the school year. Teachers will also work together to develop scales that ensure that students are able to identify what they should be learning. By implementing a pacing guide and learning scales that are standards-based, students will receive high-rigorous instruction.

Person Responsible: Dustin Gray (grayd@santarosa.k12.fl.us)

By When: Throughout the year

Identified instructional personnel will collaborate together to determine the best way for student teams to be implemented as an instructional strategy to advance academic achievement and proficiency in Algebra.

Person Responsible: Dustin Gray (grayd@santarosa.k12.fl.us)

By When: Monthly

#3. ESSA Subgroup specifically relating to English Language Learners

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 High School was designated as a CSI school due to 8% of ELL students scoring proficient (level 3 or higher) on the ELA assessment. 45% of ELL students made learning gains in ELA for the 21-22 school year.

21-22 school year data was used for this focus area due to 22-23 data not being available.

Measurable Outcome:

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

The PHS administration plans to collaborate with the ESOL Liaison and ESOL teachers to ensure that appropriate interventions are in place so that the ELL subgroup is 41% or higher in being proficient in ELA for the 23-24 school year. Both the state WIDA Assessment and FAST ELA Assessment will be used to assess the progress and achievement for ELL students.

Monitoring:

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

ESOL endorsed teachers will document in their plans accommodations / modifications that will be implemented to ensure ELL students' plans are followed with fidelity. The ESOL Liaison will check regularly to document student learning gains and whether adjustments should be made.

Person responsible for monitoring outcome:

Stephen Shell (shells@santarosa.k12.fl.us)

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.)

Mrs. Colvin, ESOL Liaison, will provide professional development for teachers by teaching them how to read ELL students' plans and appropriate accommodations/modifications and tracking student progress (Hattie-Interventions for Student with Learning Needs).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers are not familiar with how to facilitate ELL students' plans and how to provide appropriate accommodations/ modifications and track student progress. (Hattie-Interventions for students with learning needs).

Tier of Evidence-based Intervention

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

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

ESOL Liaison will provide training to ESOL endorsed teachers that review ELL guidelines and how to read each student's ELL plan and testing guidelines.

Person Responsible: Stephen Shell (shells@santarosa.k12.fl.us)

By When: Throughout the year

The ESOL Liaison will provide continued support to teachers on how to best implement accommodations/modifications for ELL students.

Person Responsible: Stephen Shell (shells@santarosa.k12.fl.us)

By When: Throughout the year

Communication will increase and improve between administration, ESOL Liaison, and teachers regarding monitoring and tracking student progress and support.

Person Responsible: Stephen Shell (shells@santarosa.k12.fl.us)

By When: Throughout the year

Supplemental resources will be used to address the academic needs of ELL students.

Person Responsible: Kirti Colvin (colvink@santarosa.k12.fl.us)

By When: Throughout the year

#4. Positive Culture and Environment specifically relating to Teacher Attendance

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 High School employee attendance rate was 91% for the 2022-2023 school year. As an entire staff, 2,470.12 days were missed by Pace High School faculty and staff. 73.34 of the days missed by faculty and staff were categorized as unpaid leave. The Pace High School Administration will review policies to ensure that limits are placed on when, where, why, and who pays for employee absences.

Measurable Outcome:

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

Pace High School Administration would like to improve the employee attendance rate to 95% for the 2023-2024 school year.

Monitoring:

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

The Pace High School Administration will make employees aware of faculty and staff attendance expectations and policies. PHS Administration will review employee attendance each quarter to see if any faculty or staff members need to be addressed due to their attendance. The PHS Administration will also offer incentives for good attendance. Close monitoring and attractive incentives are means of a high possibility to reduce teacher absenteeism which results in learning gains for students.

Person responsible for monitoring outcome:

Stephen Shell (shells@santarosa.k12.fl.us)

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.)

A combination of regular monitoring of employee attendance, attractive incentives, and recognition of teachers/ staff will aid in the reduction of staff absenteeism. By reducing faculty and staff absenteeism, students will experience increased engagement, which will result in improved learning gains.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Frequent teacher/staff absences has a negative impact on student performance. A 10 day teacher absence has been shown to lower student achievement in math and reading by an amount equivalent to students being taught by a beginner teacher versus a teacher with 3 to 5 years of experience.

Roll call 2020: A new look at teacher attendance in the nation's largest school districts. National Council on Teacher Quality (NCTQ). (n.d.). <https://www.nctq.org/publications/Roll-Call-2020>

Full article: Getting teachers back to the classroom. A systematic ... (n.d.). <https://www.tandfonline.com/doi/full/10.1080/19439342.2013.864695>

Tier of Evidence-based Intervention

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

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Review teacher and staff attendance.

Person Responsible: Stephen Shell (shells@santarosa.k12.fl.us)

By When: Monthly

Contact local businesses to donate incentives for teachers and staff with good attendance.

Person Responsible: Stephen Shell (shells@santarosa.k12.fl.us)

By When: Monthly

Address teachers and staff with multiple absences.

Person Responsible: Stephen Shell (shells@santarosa.k12.fl.us)

By When: Monthly

Teachers / staff will be recognized monthly /quarterly for strong attendance.

Person Responsible: Stephen Shell (shells@santarosa.k12.fl.us)

By When: Monthly / quarterly

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).

Principal, Stephen Shell and Assistant Principals will review the four areas of focus with the School Advisory Council(SAC).

Instructional Practice specifically relating to ELA.

Instructional Practice specifically relating to Math.

ESSA subgroup specifically relating to English Language Learners.

Positive Culture and Environment specifically relating to teacher attendance.

Together, all stakeholders review data, resources, and plans to determine if funding can be allocated to Principal Shell's proposal. Once funding is determined, Principal Shell will present the proposal to SAC for approval. During quarterly SAC meetings, Principal Shell will review budget and allocations, as well as future plans and the implementation of plans to improve student learning gains and proficiency levels.