

Duval County Public Schools

Pace Center For Girls Jax School



2023-24

Schoolwide Improvement Plan (SIP)

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Pace Center For Girls Jax

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<http://www.duvalschools.org/>

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.

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. Pace is committed to finding the great in every girl. Pace values the uniqueness of every individual and believes that diversity enriches our world. We welcome and encourage each girls differences to be expressed as an opportunity for all girls to learn and grow. The culture at Pace is one of Caring, Purpose, Learning and Results.

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
Robinson, Edward	Principal	The role of a principal is to provide strategic direction and support to the program. The Principal implements and monitors standardized curricula, assess teaching methods, monitor student achievement, and encourage parent involvement to support the overall program.
Pennella, Christopher		
Graham, Christy	Other	The Program Director is responsible for managing a comprehensive, integrated program that covers all aspects of promotions, fundraising and development for the center. The Program Director works to transform girls' lives through academic and counseling programs based on a gender-responsive, strength-based and trauma informed framework.
Copeland, Kimberly	Assistant Principal	Create and support an environment within the school that is conducive to teaching and learning by implementing the school curriculum and monitor student achievement. Monitor and support the overall academic progression of the program.

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.

There are regularly held board meetings in which school leadership and board members discuss areas of concerns and needs for improvement, with problem solving sessions to find resolutions and improve student success and growth.

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 via the Leadership Team at the beginning and end of each quarter to ensure effective implementation of the SIP and the student progress based on teacher implementation of best practices to foster student growth. Examples of monitoring techniques will included weekly classroom walkthroughs and teacher weekly academic advising with students.,

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	66%
2022-23 Economically Disadvantaged (FRL) Rate	44%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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	5	16	15	36	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	1	0	1	
Course failure in Math	0	0	0	0	0	0	0	2	1	3	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	3	3	7	13	
Level 1 on statewide Math assessment	0	0	0	0	0	0	1	2	8	11	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	3	3	7	13	

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	4	8	15	27

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	2	2	4
Students retained two or more times	0	0	0	0	0	0	0	0	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	2	1	1	22	
One or more suspensions	0	0	0	0	0	0	0	0	0	9	
Course failure in ELA	0	0	0	0	0	0	1	1	0	8	
Course failure in Math	0	0	0	0	0	0	1	1	0	9	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	1	0	1	12	
Level 1 on statewide Math assessment	0	0	0	0	0	0	2	0	2	12	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	2	2	1	19

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	1	1	1	11
Students retained two or more times	0	0	0	0	0	0	1	1	0	13

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	1	4
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	1	1	0	2
Course failure in Math	0	0	0	0	0	0	0	1	1	0	2
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	1	0	1	2
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	2	0	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	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	2	1	5

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	1	1	1	3
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*	13	46	50		45	51	22		
ELA Learning Gains							18		
ELA Lowest 25th Percentile									
Math Achievement*	8	44	38		37	38	19		
Math Learning Gains							50		
Math Lowest 25th Percentile									
Science Achievement*	13	62	64		43	40	0		
Social Studies Achievement*	17	66	66		53	48			
Middle School Acceleration					52	44			
Graduation Rate		88	89		50	61			
College and Career Acceleration		77	65		63	67			
ELP Progress		37	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)	N/A
OVERALL Federal Index – All Students	13
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	51
Total Components for the Federal Index	4

2021-22 ESSA Federal Index

Percent Tested	76
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	13	Yes	1	1
HSP				
MUL				
PAC				
WHT				
FRL	6	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
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	13			8			13	17				
SWD												
ELL												
AMI												
ASN												
BLK	23			6			9				3	
HSP												
MUL												
PAC												
WHT												
FRL				6							1	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students												
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	22	18		19	50		0					
SWD												
ELL												
AMI												
ASN												
BLK							0					
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 ELA data showed the lowest performance based on the data from the District PM1 (Progressing Monitoring). The PM1-PM3 are administered quarterly for the purpose of monitoring individual students' performance to adapt instruction to improve their performance. The assessment included a range of strategies appropriate for inferences relevant to district curricula and state standards.

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

The greatest decline from the previous year was in ELA, which continues to be an ongoing trend due to the fact we have not had a consistent ELA teacher for the last two years and coupled with no Intensive Reading teacher for the last two years.

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.

Our 8th grade ELA had the greatest gap when compared to the state average. The contributing factors consist of the circumstance of not having a consistent ELA teacher for two year and being without an Intensive Reading teacher for the last two years as well.

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

Our 6th Math students show a slight improvement due to the fact that we have had a consistent Math.

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

Our areas of concern are attendance issues and low ELA/Reading level scores.

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

1. Improving student attendance
2. Increasing student growth and success with PM Assessments
3. Increasing the number credits students earn
4. Increase parent involvement and engagement

Area of Focus

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

#1. Positive Culture and Environment specifically relating to 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.

One area of focus will be promoting and fostering an increase in student attendance through student incentives, increased parent engagement and working on a positive culture and environment within the faculty and staff.

Measurable Outcome:

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

We will monitor attendance on a daily basis, setting goals for at least a 5% decrease in students with absences over 20%.

Monitoring:

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

Attendance will be tracked on a daily basis by classroom teachers and our resource specialist in two different school platforms.

Person responsible for monitoring outcome:

Christy Graham (christy.graham@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.)

Pace Center for Girls Jax has developed a Parent and Family Engagement Plan to promote parent involvement. Data will be collected from parent meetings/events sign-in sheets as well as feedback forms. The feedback forms will be analyzed to determine what parents need and how Pace Center for Girls Jax can support parents with supporting their student(s) at home; and the sign-in sheets will be analyzed to guide decision making on when, where, and what times are more convenient for parents to attend meetings/events.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

#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.

Differentiation of instruction in Math and Reading will be the areas of focus for the upcoming school year. Differentiated classrooms respond to student variety in readiness levels, interests, and learning profiles. If this area improves, so will student achievement. It allows all students to be successful.

Rationale:

Teachers have multiple preparations of subject area content;

Example: M/J Math, Algebra 1, Algebra 2, and Geometry are taught simultaneously.

Measurable Outcome:

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

The measurable outcomes will be shown by improved STAR Assessment scores, Math and ELA gains on district and state EOC assessments, and improved promotion rate.

Monitoring:

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

District Progress Monitoring Assessments

Person responsible for monitoring outcome:

Christopher Pennella (christopher.pennella@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.)

Teachers will use the District provided curriculum including but not limited to the blended learning platforms to enhance the instructional outcomes of the students. Curriculum mapping and inquiry-based learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students vary in culture, socioeconomic status, language, gender, motivation, ability/disability, learning styles, personal interests and more, and teachers must be aware of these varieties as they plan in accordance with the curricula. By considering varied learning needs, teachers can develop lessons and provide instruction so that all students in the classroom can learn effectively.

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).

Reading Achievement Initiative for Scholastic Excellence (RAISE)**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Grades 3-5 Measurable Outcomes**Monitoring****Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

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.

Pace Center SIP will be disseminated in a variety of ways:

1. Share at Pace Center Board Meeting
2. Copies displayed and provided for parents in the Parent Resource
3. Discussion of SIP at scheduled Family Night meetings
4. Posted on our school website

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 Center for Girls Jax will develop a Parent Engagement Events timeline to ensure implementation of annual parent meetings/events will take place along with collecting evidence of effectiveness to know what

parents learned and what is desired for them to learn.

1) Information regarding parent involvement activities will be communicated via flyer, phone, or e-mail. Pace Center for Girls Jax will also monitor the accuracy of contact information including telephone numbers and e-mail addresses.

(2) Information will be provided in different languages as needed along with the support of staff that speak multiple languages at the facility.

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 Center will strive to foster increased student attendance and parent engagements through incentives and Family as well continuously working towards maintaining a full staff of highly qualified teachers. Furthermore, Pace Jacksonville plans to strengthen the academic and social aspects of the program by supporting the "whole" student through addressing their social, academic, and physical well-being throughout the school year. Pace will continue to increase classroom rigor and academic achievement expectations along with meeting their social-emotional needs, one on one with counseling as well as whole group via classroom instruction. Pace will also strive to provide students with a means to learning about and practicing healthy lifestyles to foster their physical well-being. One of our goals is to establish a Wellness Center on our campus to allow student access to learning about and implementing a fitness regimen to improve their quality of life and overall health status while learning to

channel stress and frustration via exercising and working out. We plan to add a HOPE/Health class to our current curriculum and use the Wellness Room as a resource to implement the fitness and exercise portion of the courses. This will be a dynamic opportunity for students to learn and live a healthier lifestyle and grant them the access to the tools necessary to do so.

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))

n/a

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))

Our Center is staffed with 4 Counsels, 1 Therapist and 2 Transitional Counselors to help our students deal with and create coping skills for mental and emotional issues or concerns.

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))

Pace Center has a Career class which is used to assist students with exploring different workforce options. Our Center also has a Transition Department that works with students after graduation with higher education options and or employment opportunities.

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).

Our school follows all guidelines mandated by Duval county school and the state of Florida for students with expectational services education programs and Individual education plans.

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))

Pace provides faculty and staff members with a variety of online and face to face professional development opportunities throughout the school year. Pace also make sure that all instructional employees have the require Florida certifications and licenses required.

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

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No