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Pace Center For Girls

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SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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.

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
DeWalt, Travis	Principal	
Holyoke, Shawn	Assistant Principal	
Wald, Hannah	Other	
Shelton, Renee	Other	
Goff, Kelli	Transition Specialist	
Mroz-Perez, Justine	Teacher, ESE	
Collins, Marijulia	Other	

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.

At Pace Center for Girls, Pasco the Academic Manager facilitates communication between DJJ Academic team, District Alternatives/Drop-Out Prevention team, and Pace Academic and Leadership teams. Monthly and quarterly meetings with each team ensure a collaborative effort in consistently assessing, analyzing and utilizing program and student progress measurements. Parent, student and staff have opportunities to provide feedback about quality of services and suggestions through DJJ and Pace anonymous surveys, and opportunity to provide input through parent/student participation in our care team model. Data from District, DJJ, and Pace reports and leadership team members was used to determine which areas of need to prioritize in the very unique academic and counseling prevention program as the services provided are overlapping.

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 Pasco Leadership team will review progress of the SIP targeted areas and ensure Action Steps are facilitated from Leadership down. MIS data systems such as MyStudent and Pace Impacts will be utilized to track and monitor center-wide and individualized data needed to evaluate and revise the SIP for growth and change. The impact of the action steps in each area of focus will be discussed in Academic/Social Services Team, Staff Meetings, and Management/Leadership teams to discuss the effectiveness of the action steps and gain perspective on how the interventions might be changed to fit the needs of the current students and/or based on gains or lack there of.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	No
2022-23 Minority Rate	48%
2022-23 Economically Disadvantaged (FRL) Rate	85%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students (FRL)*
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: Commendable

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	1	4	5
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	6	3	9
Course failure in Math	0	0	0	0	0	0	0	9	3	12
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	1	9	10
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	2	4	6
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

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	2	4	6

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	1	2	3
Students retained two or more times	0	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	1	7	21
One or more suspensions	0	0	0	0	0	0	0	0	5	16
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified retained:

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

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

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	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*	19	49	50	18	51	51	22		
ELA Learning Gains				50			42		
ELA Lowest 25th Percentile									
Math Achievement*	19	40	38	18	35	38	8		
Math Learning Gains				27			29		
Math Lowest 25th Percentile									
Science Achievement*	0	66	64	9	50	40	14		
Social Studies Achievement*	18	67	66	18	49	48	38		
Middle School Acceleration					38	44			
Graduation Rate		91	89		63	61			
College and Career Acceleration		67	65		68	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)	CSI
OVERALL Federal Index – All Students	14
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	56
Total Components for the Federal Index	4
Percent Tested	84
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	23

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	140
Total Components for the Federal Index	6
Percent Tested	80
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	20	Yes	1	1
MUL				
PAC				
WHT				
FRL	31	Yes	4	3

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				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	31	Yes	3	2

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	19			19			0	18				
SWD												
ELL												
AMI												
ASN												
BLK												
HSP				20							1	
MUL												
PAC												
WHT												
FRL				31							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	18	50		18	27		9	18				
SWD												
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK												
HSP												
MUL												
PAC												
WHT												
FRL	20	50		25	27							

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	42		8	29		14	38				
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	31	40		11	36		10	50				
FRL	22	42		8	29		14	38				

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.

Per data from the school report cards, 12 of 15 middle school students are "off track" for promotion status. Primary areas of concern include course completion toward promotion, mathematics gains, attendance, and career/vocational/transition planning. Student referred to Pace during this time entered the program with more recovery needs, attendance issues, and increased isolative habits likely due to the increase of hybrid, home ed, or online academic programs for the years prior to enrolling at Pace. This could be referred to as a "post covid" effect as students were uncomfortable and avoidant of social situations, class participation, and/or working in a teacher-taught classroom, and reported higher levels of anxiety. Thus students came to Pace with low academic underachievement, and less invested in the program due to anxiety or overwhelm, and slower response to interventions offered at Pace. Similarly, students transitioned sooner than in the past and/or with less planned placements or plans.

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

STAR Assessment and FAST reports indicate a decline in mathematics scores which is likely due to a deficit of foundational skills building that was needed prior to enrollment at Pace, and compounded by the lack of investment (noted in #1) and turnover in the math teacher position. Number of middle and high school students were using recovery platforms for math courses they failed prior to Pace, thus still not getting the proper math instruction) and many students transitioned from Pace early, thus not having time to re-build needed math skills to raise their confidence and math skills.

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.

There is little to no data available for the state in order to compare Pace with state averages. When compared to the other Pace Centers and prevention programs across the state in DJJ Accountability reports, Pace Pasco show gaps in Math and ELA gains and scores. Contributions noted above. Pace JPasco also shows low disciplinary actions which can be attributed to the strength-based approach and more individualized support services to target the emotional needs and outside contributing factors that lead to behavioral issues.

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

Transition - most students transitioned to a zoned school, higher level of care, or other appropriate academic placement as Pace staff worked closely with District Transition Services staff and school counselor as well as with students and families to ensure communication about transition, assessed best possible placements, and collaboratively took steps to ensure student/family follow through. Pace Transition Counselor followed up with Pace students to provide ongoing accountability and support services.

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

Based on the EWS data, areas of concern are "on-track" students toward promotion, math and reading gains, and intentional post-secondary planning.

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

- *grade recovery / "on track" status
- *post secondary planning/career and vocational planning
- *mathematic gains in assessment scores and credits earned

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 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.

Academic Underachievement is a primary referral reason for students who enroll at Pace Pasco. This area of underachievement can be attributed to underlying gender-specific risk factors such as unaddressed mental health symptoms, unhealthy relationships with teachers or school peers, or lower self-esteem. These risk factors result in large academic gaps from loss of instruction which results in deficits in math foundations, lower intrinsic motivation, and a lack of confidence in math abilities. This area of focus is also important for Pace program and students as it addresses gender-specific stereotypes and perceptions related to mathematics, STEM occupations, and achievement in math for females.

Measurable Outcome:

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

Students enrolled at Pace Pasco will increase their Mathematics scores on the PM3 FAST Math assessments by at least 3% by the end of the 2023-2024 school year.

Monitoring:

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

FAST Progress Monitoring Assesments will be reviewe thrice annually to indicate entry, mid-year and end-of-year progress in mathemeatics skills. When FAST testing is not applicable, or in addition to FAST assessments, other assessment scores including the quarterly STAR scores, entry/exit DJJ Common Assessment, and EOC scores will be utilized to monitor individual and study-body progress toward mathematic gains throughout the 2023/2024 school year. Reports will be pulled from MyStudent, Pace Impacts and DJJ monitoring tools in order to track, measure and evaluate student progress and evaluate the need for change in instructional approach. Additionally, student progress toward Individualized Progress Monitoring Goals will be used to assess gains and progress toward math gains and specific focus areas.

Person responsible for monitoring outcome:

Renee Shelton (renee.shelton@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.)

In addition to 14:1 ratio small group instruction, the math teacher will implement differentiated instruction strategies in mathematics this year with an emphasis on Manipulatives, Real-World Connections, Inquiry-Based Learning, and Choice Board. Students enrolled in Apex recovery or eShool courses will be provided these interventions by math certified substitutes during learning lab periods, study hall, or scheduled tutoring before or after school. Additionally, Pace offers gender-responsive and traum- informed approaches through classroom settings and on-site counseling which are an encouraging factor to attendance, punctuality, and engagement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The small setting and focus on social-emotional skill building at Pace result in more effective utilization of differentiated strategies in the classroom as students have more opportunity to reestablish foundations of math, increase engagement, and indentify apporriate learnig modalities. Data also supports that improved attendance, class participation and positive relationships are linked to overall improvement in grades.

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.

Individualized PMP (Progress Monitoring Plans) to be developed at entry based on scores and focus areas outlined in the entry STAR assessment to provide a baseline for mathematics skill building then reviewed with student bi-weekly during Academic Advising.

Person Responsible: Renee Shelton (renee.shelton@pacecenter.org)

By When: September 2023 (or within 15 days of enrollment)

Assignments, grades, and PM FAST Assessment scores to be reviewed in MyStudent by student and Academic Advisory at a minimum of bi-weekly by student and Academic Advisor. Grades will be recorded on the Weekly Academic Progress form as used as a tool to discuss progress on math assignments or areas of need, as well as opportunity for positive reinforcement and recognition of gains.

Person Responsible: Renee Shelton (renee.shelton@pacecenter.org)

By When: BiWeekly through June 2024.

Teacher to provide monthly academic progress report during care team meetings which counselors will use to discuss student progress with student and parents during Monthly Parent Contact meetings in order to facilitate a multi-disciplinary approach to growth and change.

Person Responsible: Hannah Wald (hannah.wald@pacecenter.org)

By When: Monthly starting at enrollment through June 2024 (or transition)

Reports from MyStudent, Pace Impacts, and DJJ Star Tools will be pulled at mid-year and end-of-year to review center-wide progress on the FAST, STAR, DJJ Common Assessment, EOC scores, and Quarterly Grades in order to gauge progress and re-evaluate goals and strategies. Significant gains will be recognized and celebrated with center staff and students and information will be included in transition plans to show gains or areas of need.

Person Responsible: Renee Shelton (renee.shelton@pacecenter.org)

By When: January 2024 and June 2024

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Foster Holistic Career, Vocational, Self-Exploration and Financial for Transition Planning: Pace Pasco students enroll with more risk factors and less protective factors which correlates with a trend of less intrinsic motivation, limited self actualization, and a deficit in polished soft, transferable skills - all of which are necessary to effectively explore and understand post-secondary education options. By intertwining self-exploration with career and vocational exploration, Pace Center for Girls can empower students to make informed decisions that align with their unique attributes and aspirations. This approach not only supports students in finding meaningful career paths but also encourages personal growth and a deeper understanding of their individuality.

Measurable Outcome:

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

By the end of the school year, 80% of students will have completed a personalized career assessment exploration portfolio, which includes reflections on their interests, strengths, and goals, potential career paths, and financial planning skills. This portfolio will be incorporated into discussion about post pace and future planning upon transition.

Monitoring:

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

Bi-weekly review of a Pace Progress Monitoring Vocational Goal to be documented by Academic Advisor. Entry and exit assessments and reports will be discussed and reviewed throughout enrollment to assess progress at transition as reported in the PMP goals, transition plans, and withdrawal forms. Students will transition from Pace with a virtual and physical career/vocational portfolio to be reviewed at transition.

Person responsible for monitoring outcome:

Renee Shelton (renee.shelton@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.)

Utilize Naviance, Career Cruising, Spirited Girls curriculum to complete post-secondary planning and exploration activities and create a virtual and tangible portfolio.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Naviance, Career Cruising, and Spirited Girls curriculum tools provide growth opportunities and demonstrate skill-building that broaden student knowledge of career opportunities, promote a growth mindset, and potentially increase student understanding of the workforce. Utilization of these programs accompanied with a care team approach allows for this component of the the program to be incorporated in care team meetings, monthly parent contacts, and discussions regarding academic and transition planning.

Tier of Evidence-based Intervention

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

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Upon enrollment, all students will complete entry assessments to include, but not limited to, an interest profiler, questionnaire, and self-efficacy assesment. Results will be recorded in Pace Impacts and provided to student's care team.

Person Responsible: Renee Shelton (renee.shelton@pacecenter.org)

By When: By September 2023 (or upon enrollment)

Using information from entry assessments, Academic Advisors a vocational goal will be developed. Bi-weekly review of this goal progress with the student will be documented in Pace Impacts by the Academic Advisor and updated as needed based on student progress.

Person Responsible: Renee Shelton (renee.shelton@pacecenter.org)

By When: August 2023 (or within 15 days of enrollment)

Comprehensive self-assessments, career research, and skill-building activities will be incorporated into the student academic schedule weekly during study halls, academic advising, and/or Spirited Girls. The work will be saved in Naviance and/or in a tangible Career Vocational portfolio.

Person Responsible: Renee Shelton (renee.shelton@pacecenter.org)

By When: October 2023 or within one month of enrollment at Pace

Collaborate with local businesses and mentors to facilitate volunteer opportunities, career-shadowing experiences, college or trade school tours, and guest speaker sessions, providing students with real-world insights into various post-secondary options or professions. Transition services specialist, transition counselor, and care team will collaborate to link students with these opportunities as related to the students short and long term goals and needs. Students will be informed of local College and Career Fairs and other related events or such events will be hosted at Pace Pasco.

Person Responsible: Renee Shelton (renee.shelton@pacecenter.org)

By When: May 2024

Assessments and student progress in these action steps will be incorporated into meetings with periodic meetings with care team, Academic Manager, school counselor, Pace counselor, and transition specialist in order to set realistic, appropriate, stretch goals when reviewing academic and social service progress in preparation for transition.

Person Responsible: Kelli Goff (kelli.goff@pacecenter.org)

By When: May 2024; during quarterly reviews of PMP goals and when applicable during Monthly Parent Contact meetings, review of academic needs, and transition planning

#3. Instructional Practice specifically relating to Benchmark-aligned Instruction

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.

A majority of Pace Pasco student enroll with needed course/credit recovery and academic underachievement as a result of unaddressed risk factors such as familial issues, physical or mental health issues, history of trauma, and learning challenges. These students enroll with gaps in academic skills or foundations but also lacking age-appropriate socio-emotional skills such as self-regulation, critical thinking and growth mindset thus the amount of recovery courses required of them to move forward, particularly for 8th grade students, is overwhelming and perceived as unattainable, stunting the students motivation toward completing those courses. This is especially prevalent since most students are returning full time after the satellite/elearning trends over 2020 to 2022.

Measurable Outcome:

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

70% of the credit recovery courses that students participate in will have a passing score of 70% or better allowing students to earn credits, blend for credit, and improve their cumulative grade point average.

Monitoring:

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

Academic Needs will be identified by Pace/District team when a student enrolls and a recovery needs plan will be developed using internal and MyStudent tracking tool/reports. Progress, barriers, and grades will be monitored using the Apex/Edmentum program and reports. Students will record their grades and progress weekly on a Weekly Academic Advising form (WAP) and this information will be documented in Pace Impacts and/or discuss in Monthly Parent . process to maintain bi-weekly, quarterly, and semester course recovery progress.

Person responsible for monitoring outcome:

Renee Shelton (renee.shelton@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.)

Students will have access to an online recovery course that aligns with the BEST Standards in a structured setting with teacher supports, study tools, and dependable technology while still maintaining a course load needed to be on track with their cohort (when possible). This structured environment provided more accountability, opportunity for in-person instruction or accommodations when needed, and social services available for socio-emotional support and development.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students will have access to APEX credit recovery through an online format with teacher supports. Students must meet the 24-credit or 18-credit plan for graduation and a significant component is earning the initial credits and recovering lost credits. Interventions in this Area of Focus relate to access to technology and effective recovery platforms, student resiliency, and improving skills needed for a growth mindset.

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.

Academic Long Term Plan: Intake Counselor, Academic Manager, and District School Counselor will discuss student needs at referral and enrollment and develop a tentative Academic Needs Plan to discuss with student and parent.

Person Responsible: Renee Shelton (renee.shelton@pacecenter.org)

By When: September 2023 (or within 1 month of enrollment)

Student/Teacher Monitoring: Academic Advisors/Teachers will meet weekly with students to review their overall academic progress, recording grades and progress on the Weekly Academic Progress form, and discussing barrier or contributors to the student's progress. Advisor will offer/discuss solutions or encouragement and/or create a goal for next progress review. Progress will be communicated at Care Review and then to parents at the Monthly Parent Contact meeting.

Person Responsible: Renee Shelton (renee.shelton@pacecenter.org)

By When: Bi-weekly; June 2024

Program Monitoring: Academic Manager and guidance counselor will monitor weekly progress of students enrolled in APEX credit recovery courses to ensure they are making adequate progress towards their recovery needs.

Person Responsible: Marijulia Collins (mcollins@pasco.k12.fl.us)

By When: Weekly; June 2024

Incentivize: Individual or classroom incentives plans will be implemented to increase motivation for being on track in the course and discussed with Care Team to ensure this can be reinforced throughout the center.

Person Responsible: Marijulia Collins (mcollins@pasco.k12.fl.us)

By When: November; June 2024

Grade Reporting: Instructing teacher or Academic Manager will manage activity tracking in Apex, enter final grade and provide the final grade paperwork to the District School Counselor to ensure the grade is entered in MyStudent and/or applied to the Academic Plan in a way that best suites student's needs.

Person Responsible: Renee Shelton (renee.shelton@pacecenter.org)

By When: January 2024/June 2024

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 Leadership team will review areas of need using EWS, Assessment Score Tools, and Quarterly updated to assess student and program progress and to discuss needed resources such as technology, tech supports, allocated district support, and incentives-based programming. Assigned district staff collaborate weekly with Pace Pasco Academic Manager and teams to discuss student and center progress which in turn allows for close monitoring of needs and successes.