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Pace Center For Girls

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[www.pacecenter.org /locations/citrus](http://www.pacecenter.org/locations/citrus)

School Board Approval

This plan was approved by the Citrus County School Board on 10/10/2023.

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.

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

Provide the school's vision statement.

A world where all girls and young women have POWER, in a JUST and EQUITABLE society.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Kennedy, Angela	Executive Director	Oversight of center operations and finances; supervises all staff, develops and leads professional development; fosters collaboration with the community stakeholders; liaison between Pace Center for Girls and the Citrus County School District.
Darby, Carrie	Program Director	Oversees daily supervision of facility and staff; DJJ and state education assessment oversight; ensures fidelity of the academic and social services programming; ensures Title I compliance; directs the transition of students into and out of the center from the District; monitors ESE and ESOL compliance; monitors teacher certification requirements.

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.

Center leadership works with the academic and social services staff, along with the Board of Directors, to identify areas for improvement and strategies to meet those goals.

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 Program Director will conduct classroom walkthroughs to observe instructional delivery. The Executive Director, in consultation with the Pace Center for Girls academic coaching team, will provide professional development on best instructional practices. The Academic Coordinator will monitor assessment results and classroom achievement. Center leadership will share the progress toward goals with the Board of Directors and will determine whether revisions to the plan are necessitated as PM data is recorded.

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	[Data Not Available]
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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: Acceptable 2020-21: Acceptable

Early Warning Systems

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

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Absent 10% or more days	0	0	0	0	0	0	0	3	3	6
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	1	3	4
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	2	1	8	11
Level 1 on statewide Math assessment	0	0	0	0	0	0	2	0	8	10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	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	0	0	0

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

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
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	3	3	19
One or more suspensions	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	1	3	10
Course failure in Math	0	0	0	0	0	0	0	2	1	8
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	1	11
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	2	1	5
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	2	3	17

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	2	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total	
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days									3	3	6
One or more suspensions									0	0	
Course failure in ELA									1	3	4
Course failure in Math									2	1	3
Level 1 on statewide ELA assessment									0	1	1
Level 1 on statewide Math assessment									2	1	3
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	2	3	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	0	2	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		46	50	42	45	51	14		
ELA Learning Gains				27			33		
ELA Lowest 25th Percentile									
Math Achievement*		28	38	15	26	38	0		
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		66	64		35	40			
Social Studies Achievement*		64	66	0	38	48			
Middle School Acceleration					33	44			
Graduation Rate		90	89		60	61			
College and Career Acceleration		51	65		65	67			
ELP Progress		35	45						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	

2021-22 ESSA Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	21
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	84
Total Components for the Federal Index	4
Percent Tested	86
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL	33	Yes	1	

Accountability Components by Subgroup
 Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	42	27		15				0				
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL	36	30										

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	14	33		0								
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	18	36										
FRL	14	33		0								

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.

Grades 7 and 10 FAST ELA PM3 data show the lowest performance, with 100% of these students scoring level 1. However, it should be noted that the number of students are 1 and 6, respectively. Contributing factors include attendance, the small subset of students included in the percentages, and inadequate literacy interventions applied. Data-driven and standards-aligned instructional strategies need to be implemented.

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

ELA achievement showed the greatest decline from 2021-22 data, with an increase of students scoring Level 1. 2021-22 data show 33.3% Level 1, whereas 22-23 data show 73% at Level 1. Contributing factors to the decline from prior years' data are the decrease in enrollment, the change in assessment, and a lack of adequate, research-based interventions implemented with fidelity.

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.

ELA achievement has the greatest gap between the state and school average. Across grades 6-10, Pace had a greater percentage of Level 1 readers as per FAST ELA PM3 than the state in grades 6-10. The largest contributing factors are a combination of the small number of students in each data set and the need for intensive interventions for students who are two or more years behind.

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

There were no areas of significant growth. First year teachers in core academic areas are being provided with professional development in how to use data to drive instructional decisions, scaffolding, and progress monitoring. Pace is also implementing the Danielson model for classroom walkthroughs to guide instructional leaders and coaches in identifying areas for teacher support.

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

Areas of concern are ELA and Math achievement. These are priority areas for Pace Citrus.

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

1. Student engagement
2. Intensive reading supports
3. Professional development on instructional best practices

Area of Focus

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

#1. ESSA Subgroup specifically relating to Economically Disadvantaged**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.

Closing the achievement gaps for Pace girls includes their academic and social services goals. At Pace Citrus, our census is such that we do not have the minimum number of students in each subgroup to identify a gap; however, all of the students are economically disadvantaged. Meeting the needs of our population requires training for program staff and collaboration with other education professionals to develop high-engagement lessons that follow best instructional practices. This also includes providing supplemental instructional supports that specifically target the foundational skills needed to increase achievement in ELA.

Measurable Outcome:

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

There will be a 5% reduction in the number of students scoring Level 1 on FAST ELA PM3 in the 2023-24 academic year.

Monitoring:

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

The Program Director and Academic Coordinator will monitor the academic performance of students through STAR testing, which is conducted every eight (8) weeks. Additionally, the Program Director will conduct classroom walkthroughs and weekly data chat sessions with core academic teachers. Data to be reviewed includes the STAR testing, classroom grades, FAST PM data, and iLit45 data. Instructional coaches from Pace Center for Girls will work with the academic team to facilitate best instructional practices.

Person responsible for monitoring outcome:

Carrie Darby (carrie.darby@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 Citrus will purchase iLit45, an intensive literacy intervention program. Pace Citrus will also pay a part-time employee to push into the ELA classroom for small group intervention.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

iLit45 provides systematic, intensive, and explicit supplemental literacy instruction, with guided teacher facilitation. This program has Tier 1 ESSA evidence, and research supports that when implemented with fidelity. Students using this program can achieve two years of growth. The program offers high-interest reading material and activities, and provides time for whole group, small group, and individual interventions and instruction to meet the needs of each student.

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.

Professional Development for ELA teacher, Academic Coordinator, and Program Director on the use of the program.

Person Responsible: Carrie Darby (carrie.darby@pacecenter.org)

By When: PD dates will be scheduled upon UniSIG approval.

#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.

Maintaining a positive culture and environment at Pace requires a unique level of supports; Pace instructors and counselors do not often have the opportunity to learn from their public school peers at state-wide professional learning events. The Innovative Schools Summit and Florida Council of Teachers of Mathematics (FCTM) conferences will provide opportunities for professional networking and growth in best practices in education.

Measurable Outcome:

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

90% of instructional and non-instructional staff will have an opportunity to attend and participate in a state-wide professional development conference.

Monitoring:

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

This AoF will be reflected in Pace's staff survey outcomes related to professional growth and opportunities for leadership.

Person responsible for monitoring outcome:

Angela Kennedy (angela.kennedy@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.)

Equipping teachers and school leaders with strategies to promote academic and social skill development through professional learning opportunities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Pace staff have expressed the need to collaborate with and learn from other educators across the state of Florida. The topics covered at each of these conferences align with Pace's Program Model to improve academic performance, reduce high-risk behaviors, and help girls at-risk develop skills to lead productive and engaged lives in the community.

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 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Staff identified for attendance at conference(s)

Person Responsible: Angela Kennedy (angela.kennedy@pacecenter.org)

By When: After approval of UniSIG budget

Attendees provide PD for other Pace Citrus staff through a PLC model based on the conference sessions.

Person Responsible: Carrie Darby (carrie.darby@pacecenter.org)

By When: April 2024 for Innovative Schools and July 2024 for FCTM

#3. Instructional Practice specifically relating to Student Engagement**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.

Instructional Practices for increasing student engagement in core academic classes is an area of focus. Through the use of instructional practices coaches' facilitation, collaborative, cross-curricular lesson planning, and supplemental resources for core academic classrooms, we will increase student engagement in standards-aligned learning.

Measurable Outcome:

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

Student engagement will be measured through classroom walkthroughs with evidence of student participation in learning, as well as through higher performance on classroom assessments and state assessments. The STAR Reading and Math scores will increase by 5% from pre- to post-test for all girls who transition out of the Pace program.

Monitoring:

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

Student engagement will be measured through classroom walkthroughs with evidence of student participation in learning, as well as through higher performance on classroom assessments and state assessments.

Person responsible for monitoring outcome:

Carrie Darby (carrie.darby@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.)

Supplemental/ancillary resources for science, math, and social studies will be purchased to encourage hands-on learning and teach students to use visual representations, while also exposing students to multiple problem-solving strategies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Resources currently available are limited to texts; students need manipulative materials to enhance the learning experience and demonstrate their learning.

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 2 - Moderate 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.

Review lesson plans for incorporation of innovative, supplemental strategies

Person Responsible: Carrie Darby (carrie.darby@pacecenter.org)

By When: ongoing

Classroom walkthroughs

Person Responsible: Carrie Darby (carrie.darby@pacecenter.org)

By When: Ongoing

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).

The Executive Director, Program Director, Academic Coordinator, and Social Services Manager reviewed the student academic and social services goals; the Executive Director, in coordination with the community stakeholders and the Pace Citrus staff, determined the needs of the center to meet the programmatic goals of Pace Center for Girls. The Executive Director reviewed ESSA evidence and identified strategies and programs that will, when implemented with fidelity, lead to an improvement in academic outcomes for girls.

District administration will collaborate with PACE administration regarding school improvement goals, budget, and resources. District administration will perform walk-throughs alongside PACE administrators and follow-up with data chats to ensure improvement and fidelity.

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.

The School Improvement Plan, UniSIG budget, and School-Wide Improvement Plan will be disseminated to stakeholders via hard copies provided at Title I Annual Meetings, Title I Parent Engagement nights, and will be available in the front office. The Board of Directors will be provided with copies of the plans and budget to be shared with community stakeholders.

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 Citrus' PFEP will be published on the Citrus County School District website and will be provided and discussed at the three Title I parent engagement events. Additionally, as new girls enroll at Pace, staff provide a guided tour to the girl and her family and conduct monthly parent contact. Each girl is assigned an advisor who regularly communicates with the family regarding academic and social

progress. The Executive Director and other staff regularly engage with the Citrus community at large to advance the mission of Pace and foster positive relationships.

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)

To strengthen the academic program at Pace Citrus, academic coaching is being implemented for the 2023-24 school year. A new walkthrough tool, regular staff data chats, and the infusion of targeted interventions, such as those described in Area of Focus: ESSA Subgroups and Area of Focus: Instructional Strategies, are designed to increase the academic achievement of girls at Pace.

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))

Pace Center for Girls operates under the sponsorship of the Department of Juvenile Justice; thus, the requirements of the DJJ program are integrated into this plan. UniSIG and Title I funds are braided with DJJ funds to maximize the services provided to girls to achieve programmatic outcomes.

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: ESSA Subgroup: Economically Disadvantaged				\$12,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	3690	8003 - Pace Center For Girls	UniSIG		\$3,965.50
<i>Notes: Technology-Related Rentals: Fifty (50) iLit45 student licenses x \$79.31 per license</i>						
	6400	3100	8003 - Pace Center For Girls	UniSIG		\$2,800.00
<i>Notes: Professional/Technical Services: Two PD sessions from iLit Professional Learning (\$1400/session)</i>						
	5100	5100	8003 - Pace Center For Girls	UniSIG		\$871.53
<i>Notes: Consumables: iLit workbooks for skill practice. 35 workbooks at \$22.95 each, plus applicable shipping and handling (\$68.28).</i>						
	5100	3100	8003 - Pace Center For Girls	UniSIG		\$4,862.97
<i>Notes: Professional Services: one part-time employee to provide push-in intervention support in the ELA classroom. Pace will invoice the District for the payroll associated with this employee's resource support hours.</i>						
2	III.B.	Area of Focus: Positive Culture and Environment: Other				\$18,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	3300	8003 - Pace Center For Girls	UniSIG		\$10,000.00
<i>Notes: Out of county travel - travel reimbursement (mileage, hotels, meals) for travel to Innovative Schools Conference and Florida Council of Teachers of Mathematics Conference.</i>						

	6400	7300	8003 - Pace Center For Girls	UniSIG		\$8,000.00
			<i>Notes: Dues/Fees: registration for Innovative Schools Summit and FCTM conferences (\$800/pp x 10 staff)</i>			
3	III.B.	Area of Focus: Instructional Practice: Student Engagement				\$17,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	5100	8003 - Pace Center For Girls	UniSIG		\$9,500.00
			<i>Notes: Consumable supplies: mathematic manipulative sets; chart paper, markers, white board markers; STEM kits; poster board; contact paper; copy paper; GED, SAT, and ACT workbooks for remediation/enrichment in core academic classes</i>			
	5100	5190	8003 - Pace Center For Girls	UniSIG		\$5,000.00
			<i>Notes: Technology-related supplies: headphones for student use with software programs</i>			
	5100	6490	8003 - Pace Center For Girls	UniSIG		\$2,500.00
			<i>Notes: Technology-Related Noncapitalized Fixtures and Equipment: 10 document cameras for classroom use</i>			
					Total:	\$47,500.00

Budget Approval

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

No