

Collier County Public Schools

The Pace Program School



2023-24

Schoolwide Improvement Plan (SIP)

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The Pace Program

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[no web address on file]

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Pace envisions 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
Kearns, Marianne	Executive Director	Our Executive Director. oversees the operations of Pace Center for Girls, Collier at Immokalee. She takes an active role, with the help of Human Resources, in the recruiting and hiring of certified teachers. She oversees the administrative team to ensure that the goals of the SIP are being met. Acts as a liaison between Pace Center and Collier County Public Schools.
Simpson, Kaily	Academic Manager	Our Academic Manager oversees the academic team and takes an active role, with the help of Human Resources, in the recruiting and hiring of certified teachers. She has an active role in ensuring that outcomes in Math and ELA are being met for the SIP.

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 Academic Manager will conduct classroom walkthroughs to observe instructional delivery and monitor assessment results and classroom achievement. With the help of the Pace Center for Girls coaching team, the Academic Manager will provide professional development for staff on instructional best practices. The administrative team will meet regularly to discuss academic progress and make adjustments to the improvement plan as needed. The Academic Team will meet weekly to discuss student progress and make adjustments to individual student plans as needed.

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	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
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)	Hispanic Students (HSP)* 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: 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	4	10	9	23
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	3	1	4
Course failure in Math	0	0	0	0	0	0	0	2	3	5
Level 1 on statewide ELA assessment	0	0	0	0	0	0	4	9	6	19
Level 1 on statewide Math assessment	0	0	0	0	0	0	5	8	7	20
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	

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	9	7	20

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	0	2
Students retained two or more times	0	0	0	0	0	0	0	1	0	1

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	4	11	43
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	0	2	1	14
Course failure in Math	0	0	0	0	0	0	0	0	2	1	16
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	1	7	24
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	1	4	6	33
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	1	3	7	33

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	1	3
Students retained two or more times	0	0	0	0	0	0	0	2	1	3

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	1	4	11	16
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	2	1	3
Course failure in Math	0	0	0	0	0	0	0	0	2	1	3
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	1	7	8
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	1	4	6	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	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	1	3	7	11

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	1	3
Students retained two or more times	0	0	0	0	0	0	0	2	1	3

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*	16	53	50	14	54	51	7		
ELA Learning Gains				26			29		
ELA Lowest 25th Percentile									
Math Achievement*	10	54	38	10	35	38	0		
Math Learning Gains				27			16		
Math Lowest 25th Percentile									
Science Achievement*	13	71	64	18	51	40	0		
Social Studies Achievement*	17	68	66	8	47	48	7		
Middle School Acceleration					47	44			
Graduation Rate		93	89		67	61			
College and Career Acceleration		68	65		68	67			
ELP Progress		38	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	82
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	17

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	103
Total Components for the Federal Index	6
Percent Tested	88
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	15	Yes	4	4
MUL				
PAC				
WHT				
FRL	15	Yes	4	4

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	17	Yes	3	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%
MUL				
PAC				
WHT				
FRL	18	Yes	3	3

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	16			10			13	17				
SWD												
ELL												
AMI												
ASN												
BLK												
HSP	17			12			14	17			4	
MUL												
PAC												
WHT												
FRL	17			11			13	17			4	

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	14	26		10	27		18	8				
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	14	28		13	21			10				
MUL												
PAC												
WHT												
FRL	14	26		12	27			10				

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	7	29		0	16		0	7				
SWD												
ELL	10											
AMI												
ASN												
BLK												
HSP	8	28		0	17		0	8				
MUL												
PAC												
WHT												
FRL	7	29		0	16		0	7				

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 6 and 7 FAST ELA PM3 data showed the lowest performance, with 80% and 69% of students scoring level 1. It should be noted that the number of students tested at these levels was 5 (6th) and 13 (7th). In the 6th grade cohort, 4 of the 5 students were identified as ESE, Migrant, or Language Learner. In the 7th grade cohort, 7 of the 13 were identified as ESE, Migrant, or Language Learner. Among both cohorts, only 1 student scored level 3.

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

20 students scored a level 1 or 2 on the 2022 Math FSA. The 2023 FAST PM3 data showed that 27 students scored a level 1 or 2 in grades 6-8. Factors contributing to this decline include limited familiarity with the BEST Standards, and limited appropriate resources that aligned with the BEST Standards.

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.

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

There were no areas of significant growth.

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

Areas of concern are ELA and Math.

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

1. Intensive Reading and Foundational Literacy
2. Student Attendance
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 Collier, 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 a focus on intensive literacy intervention, as the majority of our students have been identified as reading significantly below grade level. This includes providing students will small group or one-on-one targeted literacy intervention in the form of regular, structured pull-out groups to target foundational literacy needs.

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% increase in the number of students scoring level 3 or higher on the FAST ELA PM3 in the 2023-2024 academic school year.

Monitoring:

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

The Academic Manager will monitor the academic performance of students through STAR Testing, which is conducted every 12 weeks. Additionally, student progress monitoring will occur through targeted intervention by a certified literacy resource teacher.

Person responsible for monitoring outcome:

Kaily Simpson (kaily.simpson@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 Collier will hire a full-time certified literacy resource teacher to conduct small group literacy intervention. Small group literacy intervention will include a focus on foundational literacy skills for students in grades 6-8, and specific strategies for all students in the areas of word recognition, self-monitoring, fluency, and comprehension.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A full-time literacy resource teacher will provide students with consistent, targeted, intensive literacy intervention that targets foundational literacy skills and improved fluency and comprehension. Research supports that students in need of literacy intervention appear more confident while working on grade-level skills while away from peers who are performing on grade level. This also reduced the student to teacher ratio in reading, and research indicates that reducing student to teacher ratios results in higher levels of student achievement.

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?

Yes

Action Steps to Implement

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

Progress monitoring of ELA achievement through use of STAR Testing every 12 weeks

Person Responsible: Kaily Simpson (kaily.simpson@pacecenter.org)

By When: Every twelve weeks.

Hire certified resource teacher

Person Responsible: Kaily Simpson (kaily.simpson@pacecenter.org)

By When: End of Quarter 1.

Conduct reading diagnostics for phonics and fluency with students who have below grade-level scores on the STAR assessment and develop small groups using this data.

Person Responsible: Kaily Simpson (kaily.simpson@pacecenter.org)

By When: mid-Quarter 2

#2. 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.

Student attendance is paramount for their success. When students are not present at school, they are not able to receive instruction and intervention. Maintaining a positive culture and environment is paramount in ensuring that students want to come to school and feel a sense of belonging at school.

Measurable Outcome:

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

Attendance rates at Pace Collier will increase by 10% in the 2023-2024 school year when compared to the 2022-2023 school year.

Monitoring:

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

Student attendance will be discussed at weekly staff and administration meetings, school counselors will monitor student attendance regularly, and students will track their attendance as part of their self-data monitoring. Parent meetings will be conducted regularly as a means to include parents in regular attendance monitoring.

Person responsible for monitoring outcome:

Marianne Kearns (marianne.kearns@pacecenter.org)

Evidence-based Intervention:

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

1. Monthly attendance meetings with parents
2. Developing a culture of community and belonging, student self-monitoring of attendance, and incentivizing regular attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Involving parents in increasing attendance through regular meetings and establishing counselors as a point of contact for parents will provide students with a network of support to encourage regular and consistent school attendance. Creating a culture of community and belonging and attendance by having students track their own attendance and incentivizing regular and consistent attendance will encourage students to attend school daily.

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?

Yes

Action Steps to Implement

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

Parent meetings established monthly to discuss student attendance.

Person Responsible: Kaily Simpson (kaily.simpson@pacecenter.org)

By When: Monthly starting in September.

Beginning of year and end of year student climate survey to assess student connectedness and belonging in school and its effect on attendance.

Person Responsible: Kaily Simpson (kaily.simpson@pacecenter.org)

By When: End of Quarters 1 and 4.

Implementation of interventions related to school connectedness and culture and incentivizing regular school attendance.

Person Responsible: Kaily Simpson (kaily.simpson@pacecenter.org)

By When: End of Quarter 1.

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

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

Pace Collier will focus on closing the achievement gap in reading. Students are performing significantly below grade-level as evidenced by 2022-2023 FAST PM3 ELA achievement levels and STAR Assessment data. Implementing literacy strategies in all core classes will be a core academic focus.

Measurable Outcome:

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

Progress and performance will be monitored by STAR Reading assessment every 12 weeks. STAR Reading scores will improve by 10% during the 2023-2024 school year.

Monitoring:

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

Progress and performance will be monitored by STAR Reading assessment every 12 weeks.

Person responsible for monitoring outcome:

Kaily Simpson (kaily.simpson@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.)

Reading strategies will be implemented across all subject areas with a focus on comprehension, creating claims and supporting them with evidence, and note-taking. Implemented strategies will include CER (Claim, Evidence, Reasoning), consistent use of formative assessment to monitor comprehension, and use of Cornell Notes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Cross-curricular implementation of reading strategies will expose students to evidence-based strategies throughout their school day. Consistent use of strategies will help students develop the skills to improve achievement in reading.

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?

Yes

Action Steps to Implement

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

Professional Development for teachers in the use of CER and Cornell Notes

Person Responsible: Kaily Simpson (kaily.simpson@pacecenter.org)

By When: The end of quarter 1.

Direct Instruction/Modeling of CER Strategy with students and school-wide implementation of strategy in every subject area classroom.

Person Responsible: Kaily Simpson (kaily.simpson@pacecenter.org)

By When: By the end of Semester 1.

Direct Instruction/Modeling of Cornell Notes with students and school-wide implementation of notetaking expectations in every subject area classroom.

Person Responsible: Kaily Simpson (kaily.simpson@pacecenter.org)

By When: By the end of Semester 1.

#4. 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.

2023 FAST PM3 Data showed that achievement in Math in grades 6-8 was low. 27 students of the 29 tested in grades 6-8 scored a level 1 or level 2 on FAST PM3. We will increase the percentage of students performing within 1 year of their grade level or higher in the area of Math through STAR testing.

Measurable Outcome:

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

By the end of academic year 2024, Pace will: Increase the percentage of students who achieve a Level 3 or higher on the FAST Math assessment by 5%, increase the number of students who perform within 1 year of their grade level as assessed by the STAR assessment by 10%.

Monitoring:

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

Progress will be monitored by the STAR Assessment, which will be administered every 12 weeks, and by reviewing data from PM1 and PM2 of the FAST Assessment.

Person responsible for monitoring outcome:

Kaily Simpson (kaily.simpson@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.)

Cross-curricular strategies for creating claims and supporting them with evidence and note-taking. Strategies will include CER (Claim, Evidence, Reasoning), and Cornell Notes for notetaking.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research shows that strategies and interventions implemented across subject areas increases instructional effectiveness.

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?

Yes

Action Steps to Implement

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

Professional Development for teachers in the use of CER and Cornell Notes

Person Responsible: Kaily Simpson (kaily.simpson@pacecenter.org)

By When: By the end of quarter 1.

Direct Instruction/Modeling of CER Strategy with students and school-wide implementation of strategy in every subject area classroom.

Person Responsible: Kaily Simpson (kaily.simpson@pacecenter.org)

By When: By the end of Semester 1.

Direct Instruction/Modeling of Cornell Notes with students and school-wide implementation of notetaking expectations in every subject area classroom.

Person Responsible: Kaily Simpson (kaily.simpson@pacecenter.org)

By When: By the end of Semester 1.

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 team at Pace reviewed and analyzed student data from previous years to identify the areas of greatest need. The team then reviewed parent and student input provided during meetings, on surveys, and through informal conversations to ensure the areas of greatest need aligned to their concerns. The team then identified resources and instructional models that would help improve those areas of need to best help the students succeed academically and grow positively as citizens. The state Pace team then reviewed the plan and provided feedback.

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

Pace does not fall under the purview of the RAISE program. Therefore, this section is not applicable to Pace.

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

Pace does not fall under the purview of the RAISE program. Therefore, this section is not applicable to Pace.

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

Pace does not fall under the purview of the RAISE program. Therefore, this section is not applicable to Pace.

Grades 3-5 Measurable Outcomes

Pace does not fall under the purview of the RAISE program. Therefore, this section is not applicable to Pace.

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.

Pace does not fall under the purview of the RAISE program. Therefore, this section is not applicable to Pace.

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?

Pace does not fall under the purview of the RAISE program. Therefore, this section is not applicable to Pace.

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?

Pace does not fall under the purview of the RAISE program. Therefore, this section is not applicable to Pace.

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

Pace does not fall under the purview of the RAISE program. Therefore, this section is not applicable to Pace.

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 will conduct a Fall and Spring Open House to communicate Title 1, SIP, and SWP to parents and stakeholders. Parents will be updates on initiatives related to SIP goals through Monthly Parent Contact meetings that are conducted each month with counselors.

SIP is available at: <https://www.collierschools.com/domain/200>

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 holds regular events for families of Pace girls including holiday breakfasts and luncheons, ceremonies for awards and graduation, and open houses. Teachers and counselors engage with parents in monthly parent contact meetings where academic and social services information and progress are communicated.

SIP is available at: <https://www.collierschools.com/domain/200>

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)

This year, Pace is making an intentional push to increase student attendance to ensure that all of our girls are in the building to learn as often as possible. Teachers are receiving professional development on the new Florida BEST Standards and district curriculum related to those standards. Dual enrollment is being offered to high school juniors and seniors to obtain professional/industry certification.

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))

The Pace program provides girls with social services programming related to trauma informed practices, violence prevention, restorative practices and conflict resolution, self-esteem building, and social and emotional skills. Pace is working in conjunction with Collier Schools to provide dual enrollment opportunities for high school juniors and seniors to obtain career and technical education.

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				\$45,704.82
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	390	9017 - The Pace Program	UniSIG	0.8	\$45,348.25
			<i>Notes: District will reimburse PACE for a Resource teacher to provide small group instruction.</i>			
	6150	510	9017 - The Pace Program	Title, I Part A		\$356.57
			<i>Notes: Parent involvement take home resources</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA				\$39,489.10

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	390	9017 - The Pace Program	Title, I Part A	0.8	\$39,254.75
			<i>Notes: Reimbursement for .80 Classroom Assistant</i>			
	5100	510	9017 - The Pace Program	Title, I Part A		\$234.35
			<i>Notes: Miscellaneous consumable supplies to support instruction</i>			
4	III.B.	Area of Focus: Instructional Practice: Math				\$0.00
					Total:	\$85,193.92

Budget Approval

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

Yes