Pace Center For Girls School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Pace Center For Girls

1400 NW 36TH ST STE 200, Miami, FL 33142

[no web address on file]

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

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.

Our vision for our Pace girls is 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
Clark, Theron	Principal	Educational Alternative Outreach Program principal
Thompson-Giordano, Sherry	Other	Oversees and responsible for Pace Center for Girls Miami program Financial and budget audits FTE audits DJJ audits Community and Partnership Liaison Write grants and find funding opportunities for the center
Romero, Ereka	Other	Supervise counselors and manages social services DJJ Compliance/Audits DCF Audits Threat assessment team member
Myles, Diana	Psychologist	Support students' IEP by working with Pace administrators and the MTSS team Supports the Social Services Team at Pace with any mental health/emotional wellness issues concerning our girls Provides counseling as needed and facilitates parent meetings to assess the needs and provide referrals for services as needed.
Lewis, Felicia	Instructional Coach	Reading coach - provides support to the math and science teachers through coaching and mentoring
Hansen, Susan	School Counselor	Provides academic guidance for students
Alonso, Nadeshka	Other	Testing Coordinator Provides training on testing protocol and administration
Meneses, Edith	Teacher, ESE	Supports ESE services.
Lafaille, Eddy	Assistant Principal	Educational Alternative Outreach Program Assistant Principal
Gordon, Arnetta	Other	
Powell-Gayle, Shevaun	Other	Manages the overall development of the program

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders play a major role in the learning community and are an integral part of the decision-making process. Their input is provided through ongoing parent meetings and events, faculty monthly meetings, Student Government and community partnership meetings.

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

The SIP will be monitored regularly for effective implementation and impact on increasing student achievement in meeting State's academic standards, particularly for those students with the greatest learning needs and gaps, by engaging in an on-going data review with stakeholders and correlating the achievements or lack of learning gains to the action steps outlined in the SIP. This will be done through academic team meetings, data chats, faculty meetings and parent meetings. To ensure continuous improvement, the plan will be reviewed and revised through analyzing the areas for growth and developing new action steps that will be intentional in targeting the areas of focus.

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	96%
2022-23 Economically Disadvantaged (FRL) Rate	71%
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)	
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	0	0	3	3
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	1	0	1
Course failure in Math	0	0	0	0	0	0	0	1	0	1
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	1	3	4
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	1	0	1
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	1	0	1

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	1	3	4

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	2	5	4	16
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	3	3	15
Course failure in Math	0	0	0	0	0	0	0	3	3	12
Level 1 on statewide ELA assessment	0	0	0	0	0	0	4	4	4	17
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	4	1	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	1	1

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	5	6	6	23

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	
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	0	0	0	0	0	0	2	5	4	11
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	3	3	6
Course failure in Math	0	0	0	0	0	0	0	3	3	6
Level 1 on statewide ELA assessment	0	0	0	0	0	0	4	4	4	12
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	4	1	8
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	1	1

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	5	6	6	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	0	0	
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*	7	55	50	0	54	51	20		
ELA Learning Gains				10			13		
ELA Lowest 25th Percentile									
Math Achievement*	0	43	38	0	42	38	0		
Math Learning Gains				30			33		
Math Lowest 25th Percentile									
Science Achievement*	0	62	64		41	40	18		
Social Studies Achievement*		69	66	0	56	48	10		
Middle School Acceleration					56	44			
Graduation Rate		89	89		56	61			
College and Career Acceleration		70	65		67	67			
ELP Progress		49	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	2
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	7
Total Components for the Federal Index	3
Percent Tested	96
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	8
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	40
Total Components for the Federal Index	5
Percent Tested	95
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				

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%
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	0	Yes	3	3
HSP				
MUL				
PAC				
WHT				
FRL	0	Yes	1	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	7			0			0					
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												

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
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	0	10		0	30			0				
SWD												
ELL												
AMI												
ASN												
BLK	0			0								
HSP												
MUL												
PAC												
WHT												
FRL	0			0				0				

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	20	13		0	33		18	10				
SWD												
ELL												
AMI												
ASN												
BLK	10			0								
HSP				0								
MUL												
PAC												
WHT												
FRL	7	8		0	42							

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.

Our lowest performance areas were represented in both reading and mathematics proficiency. In reading, 86% of students made a Level 1 while 14% made a level 2. Ninety-three percent made a Level 1 in math and 7% made a Level 2. We believe this is due, in part, to truancy and students not arriving to school on time. Also, about 90% of our students enter the program at least one year below grade level and are missing pre-requisite skills in reading and math.

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

The biggest decline was in reading. The number of students earning a Level 3 dropped from 20% to 0%. Factors that contributed to this issue was teacher turnover and students reading well below grade level and/or lacking foundational reading skills particularly as it relates to vocabulary and comprehension. The Academic Team continues to review Tier 1 instruction and the appropriateness of Tier 2 and Tier 3 interventions.

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.

Math scores were 64% below the average. This is, in part, due to teaching methods, math anxiety and lack of student motivation. Our students come to us lacking foundational skills in mathematics and are well below grade level academically. While they are showing some growth, it is harder for them to get to being proficient as a result of this significant skill deficit.

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

N/A

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

Truancy and students being tardy to school is an area of concern as it negatively impacts student achievement. We will continue to make every effort to find strategies to ensure students are on time daily for school.

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

1. ELA Proficiency
2. Math Proficiency
3. Teacher Retention and Recruitment
4. Positive Culture and Climate (Student Attendance)

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

#1. Positive Culture and Environment specifically relating to 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.

Based on the data reviewed, we have identified student attendance as an area of continued focus for Pace Center for Girls Miami. School attendance directly affects all other areas of our program. When students attend regularly, grades increase, test scores increase, social-emotional learning improves, and students feel an increased connection to their school. Most of our students come to our program with truancy and attendance issues. Even after enrolling at Pace, we see that students continue to struggle with consistent attendance as this is directly related to our girls' traumatic experiences and unstructured and inconsistent home environments.

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

In the last year, the attendance rate was 70%. Our goal is to achieve 80% school attendance during the 2023-24 school year. Ultimately, we believe that by attaining this outcome, all girls can experience academic, personal and familial growth.

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

We will monitor school wide attendance on a daily basis by posting our daily percentages on an attendance board, making daily attendance calls to parents/guardians, and addressing attendance during bi-weekly, individual counseling sessions as well as during monthly parent meetings. Incentives will be awarded to students meeting the weekly goal through the attendance wheel and Beautique (incentive store). Girls also participate in the Growth and Change system in which attendance is encouraged and recognized during monthly Growth and Change Ceremonies. The attendance committee will evaluate all interventions for effectiveness.

Person responsible for monitoring outcome:

Shevaun Powell-Gayle (shevaun.powell-gayle@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.)

Research by Pace Center for Girls regarding behavior modification resulted with the "Pace's Growth and Change System." The Growth and Change System is a process for girls to reach their highest potential through behavior modification and positive recognition. This system is aligned with Pace's Values and Guiding Principles, mission, philosophy and our culture of Caring, Results, Purpose and Learning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Pace's Growth and Change system addresses student attendance, allowing students to self-assess progress and learn how attendance affects all other areas. A girl moves from one stage to the next, learning to internalize successes, receive positive recognition, and acquire positive behaviors that encourage growth and change. Through introspection, self-management and skill building, girls will use the system to benchmark their progress and success. The system is intended to be collaborative, positive, motivating and encouraging as a girl finds her voice, strength and greatness. Girls enrolled in the Pace program will participate in the Growth and Change system. Through each girl's care team, staff will work together to review her progress as she completes her stage tasks. Staff also evaluates goal achievements and reviews a girl's weekly Growth and Change Point Sheets to determine in the best objective manner when a girl is ready to move to the next stage.

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.

Counselors lead monthly Growth and Change groups and facilitate monthly Growth and Change Ceremony.

Person Responsible: Ereka Romero (ereka.romero@pacecenter.org)

By When: May 2024

Counselors lead monthly Growth and Change groups and facilitate monthly Growth and Change Ceremony.

Person Responsible: Ereka Romero (ereka.romero@pacecenter.org)

By When: May 2024

#2. 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.

F.A.S.T assessment data shows that students are not proficient in ELA. Eighty-six percent of students tested made a Level 1 and 14% made a level 2. No student made a Level 3-5. Students are deficient in foundational skills, reading strategies and struggles with reading comprehension and vocabulary.

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

Increase ELA learning gains and proficiency by at least 5% percentage points as determined by state assessments for the 2023-24 school year.

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

This area of focus will be monitored weekly through instructional focus walks conducted by the Program Director and Academic Manager as well as feedback from district instructional reading coach based on coaching cycles and observations. STAR diagnostic assessments will be utilized for progress monitoring throughout the year, along with additional measures such as district assessments and diagnostics. Data Chats will occur bi-weekly to monitor student progress and adjust strategies as needed. During Data Chats teachers and Program Director will review data and student progress, lesson plans, action plans, needs for professional learning and adjustment to small group instruction.

Person responsible for monitoring outcome:

Ereka Romero (ereka.romero@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.)

Teacher will use formative assessments to focus on specific skill deficits, assessment and remediation. Formative assessments will be determined by the teacher, instructional coach, Academic Manager and Program Director through collaboration, based on current needs of the curriculum as well as foundational deficits that need to be addressed.

With support from the literacy coach and Academic Manager, teachers will effectively implement small group-differentiated reading instruction aligned to student's level of need. Students below grade level will receive scaffolded instruction at their level as well standards-based instruction at their current grade level.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research shows that students need a combination of instruction at their instructional reading level and at the level of current grade level of the standards to be successful. Focusing instruction on student areas of deficiency while also addressing and focusing on intense instruction based on current grade-level standards will increase learning gains for students and/or reading proficiency.

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 team will have data chats to review student data from prior year to identify areas of focus. Based on disaggregated data, teachers will be better able to implement best practices and instructional strategies in order plan targeted and differentiated instruction.

Person Responsible: Shevaun Powell-Gayle (shevaun.powell-gayle@pacecenter.org)

By When:

Teachers will engage in weekly collaborative meeting with the Academic Manager to plan for end products for targeted benchmarks. Based on weekly Academic Team meetings teachers will develop and implement lesson plans and assessments that are aligned to the benchmarks.

Person Responsible: Arnetta Gordon (arnetta.gordon@pacecenter.org)

By When: May 2024

Student data chats will be done before and after each Progress Monitoring Assessment.

Person Responsible: Arnetta Gordon (arnetta.gordon@pacecenter.org)

By When: May 2024

#3. 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.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
Person responsible for monitoring outcome:

[no one identified]

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.)
Rationale for Evidence-based Intervention: Explain the rationale for selecting this specific strategy.
Tier of Evidence-based Intervention (Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Program Director and Academic Manager will conduct weekly walkthroughs to monitor implementation of differentiated instruction practices.

Person Responsible: Shevaun Powell-Gayle (shevaun.powell-gayle@pacecenter.org)

By When: May 2024

Create student subgroups for ongoing progress monitoring using testing data (from PM1, PM2, and Star assessments) to drive instruction in math courses.

Person Responsible: Arnetta Gordon (arnetta.gordon@pacecenter.org)

By When: May 2024

Develop and host professional learning sessions using formative assessment results to implement differentiated instruction across the curriculum. As a result, teacher capacity will increase as it pertains to implementing differentiated instruction successfully.

Person Responsible: Arnetta Gordon (arnetta.gordon@pacecenter.org)

By When: May 2024

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

Recruiting and retaining certified teachers has been one of our biggest struggles. Attrition rate and not having certified teachers has impacted student achievement and motivation.

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

With the support and efforts of our National Office HR Team, improved salary packages, and strategic marketing we will attract certified teachers. By January 2024 we expect to have at minimal of 80% certified teachers.

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

Recruitment and retention of teachers will monitored by our Executive and Program Directors as well as members of our recruitment team at National Office. This will be monitored by weekly recruitment calls and through our recruitment and onboarding portal.

Person responsible for monitoring outcome:

Shevaun Powell-Gayle (shevaun.powell-gayle@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.)

Several strategies and interventions being implemented includes building relationships with teacher preparation programs such as Miami-Dade College; Posting jobs on social media cites and teacher and education websites; Hosting job fairs; and Increasing teacher salary at or above market rates.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Design and implement professional learning and development opportunities for new teachers, such as collaborative planning with other educators, ongoing support for new hires, and mentoring by trained and qualified colleagues.

Person Responsible: Arnetta Gordon (arnetta.gordon@pacecenter.org)

By When: May 2024

Review resumes, screen and interviewing teacher candidates.

Person Responsible: Shevaun Powell-Gayle (shevaun.powell-gayle@pacecenter.org)

By When: May 2024

Build relationships with teacher preparation programs to attract qualified educators and address teacher workforce needs.

Person Responsible: Sherry Thompson-Giordano (sherry.giordano@pacecenter.org)

By When: May 2024

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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).

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Pace Center for Girls works closely with the LEA to ensure availability and allocation of SIP funds. Pace is a contracted center and receives a contracted amount of FTE funds.