Pace Center For Girls School

2023-24

Schoolwide Improvement Plan (SIP)

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Pace Center For Girls

208 CENTRAL AVE, Ormond Beach, FL 32174

http://www.pacecenter.org/locations/volusia-flagler

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.

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

Philosophy: Pace values all girls and young women, believing each one deserves an opportunity to find her voice, achieve her potential and celebrate a life defined by responsibility, dignity, serenity and grace.

Provide the school's vision statement.

Vision: 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
Jordan, Sheila	Executive Director	Provides administrative oversight of the program, including but not limited to: staffing, fiscal management, board of directors, secures funding via grants, corporate and other sponsorships to ensure financial sustainability. Leads and maintains partnership with Volusia County Schools.
Papke-Dupouy, Lorna	Academic Manager	Direct management of Instructional Staff (teachers and substitutes). Ensures appropriate and timely documentation of student records (attendance, grades, report cards, transcripts, etc.). Creates and maintains student schedules and transcripts in FOCUS. Tracks student attendance and academic progress and communicates with counselor (and parents, as needed). Oversees student assessment process for Common, STAR, FSA and EOC testing.
Sagrani, Kerrie	Program Director	Provides oversight, supervision, and support related to the effective implementation of Pace's evidence-based Program Model. Provides oversight to middle managers in the provision of academic, social service, and intensive wrap-around care (case) management services to girls aimed at building resiliency and decreasing risk-related behaviors through a holistic framework. Direct supervision of Registrar. Guides team members to provide strength-based behavior modification and to ensure appropriate use of the Growth and Change System in the program, including non-violent intervention of girls and caregivers when needed.
Hughley, Brittney	Social Services Manager	Direct supervisor of Counselors and Counselor Interns . Ensures accuracy of entrance data for each student, to include individual, group, and monthly parent contact. Maintains monthly data checks to ensure integrity on an ongoing basis. Leads incentive programs and ceremonies to inspire improved attendance and to celebrate success. Also ensures engagement and collaboration of external stakeholders to support each student's attendance and academic goals. Regularly monitors success toward goal.

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.

Pace utilizes a CAPE Commitee (Center Accountability and Program Excellence) which meets a minimum of bimonthly to review SIP goals. Members include: Kerrie Sagrani, Program Director, Lorna Papke Dupouy, Academic Manager, Brittney Hughlely-Thompson, Social Service Manager, Laura Barjarow, ELA Teacher, Sharon De Frietas, Math Teacher & Heather Chicoine, Social Studies Teacher and Testing Coordinator.

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

Pace utilizes a CAPE Commitee (Center Accountability and Program Excellence) which meets a minimum of bimonthly to review SIP goals. Members include: Kerrie Sagrani, Program Director, Lorna Papke Dupouy, Academic Manager, Brittney Hughlely-Thompson, Social Service Manager, Laura Barjarow, ELA Teacher, Sharon De Frietas, Math Teacher & Heather Chicoine, Social Studies Teacher and Testing Coordinator.

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	28%
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)	
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	7	8	23	38
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	3	4	12	19
Course failure in Math	0	0	0	0	0	0	2	4	9	15
Level 1 on statewide ELA assessment	0	0	0	0	0	0	1	4	2	7
Level 1 on statewide Math assessment	0	0	0	0	0	0	2	4	3	9
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	1	5	4	18
One or more suspensions	0	0	0	0	0	0	1	2	0	5
Course failure in ELA	0	0	0	0	0	0	1	0	2	5
Course failure in Math	0	0	0	0	0	0	1	0	2	5
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	2	5
Level 1 on statewide Math assessment	0	0	0	0	0	0	1	3	2	9
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	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	2	4	4	16

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	0	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	0	0	0	0	0	0	1	5	4	10
One or more suspensions	0	0	0	0	0	0	1	2	0	3
Course failure in ELA	0	0	0	0	0	0	1	0	2	3
Course failure in Math	0	0	0	0	0	0	1	0	2	3
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	2	2
Level 1 on statewide Math assessment	0	0	0	0	0	0	1	3	2	6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	2	4	4	10

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	0	0	1
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*	26	44	50	20	46	51	19		
ELA Learning Gains				30			31		
ELA Lowest 25th Percentile									
Math Achievement*	15	28	38	0	33	38	20		
Math Learning Gains				10			31		
Math Lowest 25th Percentile									
Science Achievement*	40	68	64		30	40	15		
Social Studies Achievement*		59	66	18	40	48			
Middle School Acceleration					43	44			
Graduation Rate		90	89		65	61			
College and Career Acceleration		65	65		62	67			
ELP Progress		44	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	27
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	81
Total Components for the Federal Index	3
Percent Tested	82
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	16

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	78
Total Components for the Federal Index	5
Percent Tested	92
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	21	Yes	1	1
FRL	26	Yes	1	1

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

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				

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	26			15			40					
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	27			15							2	
FRL	31			20							2	

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	20	30		0	10			18				
SWD												
ELL												
AMI												
ASN												

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

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	19	31		20	31		15					
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	25			36								
FRL	19	31		20	31		15					

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.

Math went from 20% passing in 2022-2023 school year to 16% passing FAST math PM3, algebra, and geometry end of course exams. The goal in the 2022-2023 SIP was 25%. The goal was not met and we additionally declined 4% in FAST math PM3. Overall, there is a decrease of 4% between 2021-2022 school year and 2022-2023 (PM3). The goal was missed by 9%.

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

2022-2023 Math FAST PM 3 scores demonstrated a 4% decline from 2021-2022 FSA Math passing rate of 20%. Factors include, having the math teacher out on extended leave for over 30 days as well as closure and displacement due to a hurricane. We also experienced an unconventional testing environment that was not conducive to learning.

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 data showed the greatest gap with only 21% of Pace Volusia-Flagler students testing at or above proficiency with a gap of 27% when compared with the state average of 48%. These outcomes reflect a number of challenges, including having the math teacher out on extended leave for over 30 days as well as closure and displacement due to a hurricane. We also experienced an unconventional testing environment that was not conducive to learning.

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

Attendance showed the most improvement by increasing from 71% in 2021-2022 school year to 74% in the 2022-2023 school year. This missed the goal by 1%. Factors improving attendance included, staff transporting students to school, incentives utilized with students, attendance contracts and plans, weekly emphasizing the importance of attendance during assembly, and parent meetings.

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

EWS data reflects concerns regarding Math and ELA proficiency as evidenced by the number of students who tested at Level 1.
In addition the data reflects attendance as a concern as evidenced by the number of students who missed 10 days or more of school

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

Increasing math FAST scores
Increasing ELA FAST scores
Positive Culture and Environment to increase Attendance

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

#1. Instructional Practice specifically relating to Math

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

Based on the previous school year, 2022-2023, data, 16% of students passed PM3 FAST Math or Algebra 1 and Geometry EOC. These year-end assessments demonstrate learning throughout the school year. The population served at Pace often comes in with a substantial learning deficit, which we seek to decrease through smaller class sizes and other interventions.

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

Increase at or above grade level math state assessment scores from 16% in 2022-2023 to 21% or higher of girls completing the academic school year scoring at or above grade level based on FAST PM 3 Math, Algebra and Geometry EOC.

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

This goal will be monitored using state FAST progress monitoring assessments 3 times per school year, as well as internal STAR assessments administered every 9-12 weeks.

Person responsible for monitoring outcome:

Lorna Papke-Dupouy (lorna.papke-dupouy@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.)

"Assisting Students Struggling with Mathematics" recommends the following:
1. Recommendation # 3: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures.
a. Provide students with the concrete and semi-concrete representations that effectively represent the concept or procedure being covered.
b. Provide ample and meaningful opportunities for students to use representations to help solidify the use of representations as "thinking tools."

2. Recommendation # 3b: Building fluent retrieval of basic arithmetic facts."
a. Provide instruction time to build quick retrieval of basic arithmetic facts. Consider using technology, flash cards, and other materials for extensive practice to facilitate automatic retrieval.
b. Teach students how to use their knowledge of properties, such as commutative, associative, and distributive law, to derive facts in their heads.

Additionally, provision of a weekly math-based after school program to provide tutoring or additional support to students.

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

After reviewing our current student's progress monitoring data and classroom observations, grades, teacher recommendations, it was determined that all of our girls would benefit from the above evidence-based strategies identified by What Works Clearinghouse.

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.

Create and share a list of common concrete and semi-concrete representations that teachers can use in various classrooms. This list to be provided in November 2023 and teachers to report out in quarterly CAPE - Center Accountability and Performance Excellence committee meetings.

Person Responsible: Lorna Papke-Dupouy (lorna.papke-dupouy@pacecenter.org)

By When: This will be completed by May 31, 2024.

Implement the use of concrete and semi-concrete representations during bell-ringers and/or down time across curricula with relative topics. Share examples of how to do so with teachers.

Person Responsible: Lorna Papke-Dupouy (lorna.papke-dupouy@pacecenter.org)

By When: This will be completed by May 31, 2024.

Implement brainstorming opportunities, professional development, training opportunities, and collaboration across curricula to identify opportunities for students to implement the use of concrete and semi-concrete representations as well as diagram and pictorial representations. To be completed during quarterly CAPE Team meetings.

Person Responsible: Lorna Papke-Dupouy (lorna.papke-dupouy@pacecenter.org)

By When: This will be completed by May 31, 2024.

School administration will provide short, focused, informal observations in the form of walkthroughs on a quarterly basis that result in follow-up conversations for reflection with classroom teachers.

During these observations and walkthroughs, school administration will be looking for evidence that teachers are addressing the Math areas of focus. School administration will also engage in conversations with both teachers and students regarding the same areas of focus.

Following the observations and walkthroughs, school administration will spend time with classroom teachers discussing observations and evidence seen, as well as supporting any need for professional learning or resources for future classroom integration.

Person Responsible: Lorna Papke-Dupouy (lorna.papke-dupouy@pacecenter.org)

By When: This will be completed by May 31, 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.

Based on the most recent, 2022-2023 data , 76.5% of students tested below passing level on FAST ELA PM3. Thus, 20.5% were on or above grade level, scoring only on levels three and four. This year end assessment demonstrates learning throughout the school year. The population served at Pace often comes in with a substantial learning deficit.

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

Increase at or above grade level math state assessment scores from 20.5% in 2022-2023 to 24% or higher of girls completing the academic school year scoring at or above grade level based on FAST PM 3 ELA.

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

This goal will be monitored using state FAST progress monitoring assessments 3 times per school year, FSA ELA, as well as internal STAR assessments administered every 9-12 weeks.

Person responsible for monitoring outcome:

Lorna Papke-Dupouy (lorna.papke-dupouy@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.)

"Providing Reading Interventions for Students" recommends the following:
1. Recommendation # 3: Build students' world and word knowledge so they can make sense of the text.
a. Develop word knowledge that is relevant for making sense of the passage. Students need enough knowledge about a topic to read and understand a text on that topic.
b. Teach the meaning of a few words that are essential for understanding the passage. Identify words that are critical and conceptually central for understanding the passage but are likely to be difficult for students.

2. Recommendation # 3b: Consistently provide students with opportunities to ask and answer questions to better understand the text they read.
a. Explicitly teach students how to find and justify answers to different types of questions.
b. Provide ample opportunities for students to collaboratively answer questions. Provide opportunities for students to work collaboratively to answer each type.

Additionally, provision of a weekly ELA-based after school program to provide tutoring or additional support to students.

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

After reviewing our current student's progress monitoring data and classroom observations, grades, teacher
recommendations, it was determined that all of our girls would benefit from the above evidence based strategies identified by What Works Clearinghouse.

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.

Ensure reading curriculum includes topics relevant to the population and cultures represented at Pace. Such topics would include gender, racial, geographic culture.

Person Responsible: Lorna Papke-Dupouy (lorna.papke-dupouy@pacecenter.org)

By When: This will be completed by May 31, 2024.

Host professional development trainings with teachers regarding "world knowledge" and "word knowledge" and how to support in various curricula quarterly through the Pace Reading PLC.

Person Responsible: Lorna Papke-Dupouy (lorna.papke-dupouy@pacecenter.org)

By When: This will be completed by May 31, 2024.

Utilize "essential words" as vocabulary during class content, such as bell-ringers, discussions, or prior to readings.

Person Responsible: Lorna Papke-Dupouy (lorna.papke-dupouy@pacecenter.org)

By When: This will be completed by May 31, 2024.

During all classes, when possible, introduce word knowledge activities to expand students understanding of words and how they apply to the world around them.

Person Responsible: Lorna Papke-Dupouy (lorna.papke-dupouy@pacecenter.org)

By When: This will be completed by May 31, 2024.

School administration will provide short, focused, informal observations in the form of walkthroughs on a quarterly basis that result in follow-up conversations for reflection with classroom teachers. During these observations and walkthroughs, school administration will be looking for evidence that teachers are addressing the ELA areas of focus. School administration will also engage in conversations with both teachers and students regarding the same areas of focus. Following the observations and walkthroughs, school administration will spend time with classroom teachers discussing observations and evidence seen, as well as supporting any need for professional learning or resources for future classroom integration.

Person Responsible: Lorna Papke-Dupouy (lorna.papke-dupouy@pacecenter.org)

By When: This will be completed by May 31, 2024.

No description entered

Person Responsible: [no one identified]

By When:

#3. 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.

The 2022-2023 school year demonstrated challenges with girl attendance as evidenced by an overall school attendance rate of 74% as monitored by using internal attendance tracking, Pace Impacts. The majority of our girls continue to have ongoing struggles due to various reasons (transportation, limited familial support, history of truancy, mental health concerns, and other risk factors identified by DJJ). A new challenge presented during the 2022-2023 school year included closure and displacement due to a natural disaster. This was a new and difficult situation to navigate for students and staff.

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

Increase overall center attendance rate from 74% in the 2022-2023 school year to 75% by the end of the 2023-2024 school year.

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

Attendance will be taken during each class and recorded in data systems for the school district (FOCUS) and Pace (Pace Impacts). Daily emails from our attendance clerk with an ongoing detail of total absences and percentages. This data will be reviewed daily, monthly, quarterly, and annually to award incentives and/or adjust action items.

Person responsible for monitoring outcome:

Brittney Hughley (brittney.hughley-thompson@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.)

Preventing Dropout in Secondary Schools Practice Guide Summary
Recommendation #2: Provide intensive, individualized support to students who have fallen off track and face significant challenges to success. This can be achieved by
1. For each student identified as needing individualized support, assign a single person to be the student's primary advocate.

2. Develop a menu of support options that advocates can use to help students.
Recommendation # 3: Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges.
1. Provide curricula/programs that help students build supportive relationships and teach students how to manage challenges.

Recommendation #4: For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.
1. Decide whether the small communities will serve single or multiple grades.

Additionally, provision of a weekly after school programs to provide additional support to students.

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

Preventing Dropout in Secondary Schools Practice Guide Summary suggests the recommendations noted above. These recommendations would be easily integrated into the existing model and culture. Since

many students join Pace with a history of poor attendance, providing intensive, individualized support is necessary at the start of the partnership. While our counselors act as a primary advocate in connection with the academic advisor, creating a menu of support options would further support their work.

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.

Identify girls needing individualized support as evidenced by less than 70% attendance rate during 2022-2023 school year or less than 70% during a 3 month period. Also, identify girls at enrollment with an attendance history of concern. Then assign each girl identified a minimum of one advocate to provide individualize support.

Person Responsible: Brittney Hughley (brittney.hughley-thompson@pacecenter.org)

By When: This will be completed by May 31, 2024.

Create a menu of support options for advocates to use to include attendance success plan/contract, home visits, monthly parent contacts, meetings with advocate, referrals for external services, daily attendance calls, attendance incentives, and possible individual transportation.

Person Responsible: Brittney Hughley (brittney.hughley-thompson@pacecenter.org)

By When: This will be completed by May 31, 2024.

Incorporate small communities, such as advising groups or specialized social service groups that assist students with building supportive relationships.

Person Responsible: Brittney Hughley (brittney.hughley-thompson@pacecenter.org)

By When: This will be completed by May 31, 2024.

Provide ongoing collaboration, trainings, and professional learning to all staff on motivational interviewing to support any needs they may have.

Person Responsible: Brittney Hughley (brittney.hughley-thompson@pacecenter.org)

By When: Ongoing and continual as we are a year-round school.

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).

N/A

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

N/A-Pace serves girls ages 11-18 in grades 6-12

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

N/A-Pace serves girls ages 11-18 in grades 6-12

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

N/A-Pace serves girls ages 11-18 in grades 6-12

Grades 3-5 Measurable Outcomes

N/A-Pace serves girls ages 11-18 in grades 6-12

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.

N/A

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?

N/A

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?

N/A

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

N/A

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.

We currently have two (2) back-to-school nights during the course of the year. We invite parents and family members to come to the school, visit their student's classrooms, talk briefly with their teachers and ask any questions they may have. We then provide a meal for all those in attendance. While the families are dining, we take a half hour at each session to explain what having a child in a Title 1 school means for their family. We describe what Title 1 is, how a school becomes eligible to become a Title 1 school, we explain improving student academic achievement, the parent & family engagement, what Title 1 does for the student, and the school-parent compact. After explaining what their rights as parents are, we ask for any questions or if clarification on any topic is needed. Following our information session, we provide parents with a survey which allows us to see if we did a good job explaining and allows parents to ask any questions, they may not have been comfortable asking in a public setting.

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))

We have a variety of ways we work to build positive relationships with parents and families and other community stake holders. We have monthly Growth & Change ceremonies where our students level-up in their personal growth through mastery and understanding of our Guiding Principles. We invite parents and families to attend in person or via ZOOM. Our counselors have monthly contact with student's parents. If a student needs help academically or even is over-achieving academically, our teachers will reach out to the parents to keep them informed. Parents have the ability to contact teachers and/or counselors whenever they have a question or feel the need. Along with these methods we also have our students participate in Community Service acts. This allows them to be part of the community and for the community to learn more about our students. Community members are invited to tour the center and attend special events.

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))

The academic program will be strengthen by using the evidenced-based strategies noted in the plans for improvement as well as continuing teacher and staff professional development during staff planning days. This will simultaneously positively impact the quality of learning time. The evidence-based strategies will be assigned to math and ELA areas of focus.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Pace provides all girls bi-weekly counseling, twice monthly group sessions and monthly parent contact. All staff serve as mentors to girls, creating positive interactions with adults.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Each girl participates in the completion of a career assessment upon entry and explores the career during her time enrolled. Girl also discusses career interest during advancement through the behavior modification system, Growth and Change. Additionally, Pace has a relationship with Daytona State College to provide scholarships for housing and tuition.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The Pace-wide behavior modification system encourages positive changes through strengths-based strategies. This includes the use of a point card for access to a market for a token economy. Also, we employ an internal system for addressing behaviors, Universal Behavior Intervention Guide, which places types of behaviors on a tiered system with appropriate, strengths-based consequences.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers participate in professional development opportunities offered by Volusia County Schools via VPortal as well as training through DJJ SkillPro, and internal Pace trainings.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Math				$1,920.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5000	5394	9808 - P.A.C.E. Center For Girls	UniSIG	0.0	$1,920.00
			Notes: Stipends for Math based after school programs. 2 staff x 24 weeks x $50/week (up to 28 students/wk.) This program would be available to ALL students (we serve about 105/year). All teachers could participate (we have 5 total). The $50 weekly stipend would cover their time for planning plus the approx. 1.5 program. Weekly numbers are governed by our maximum staff: student ratio, which is 1:14. The program would run for 24 weekly sessions, 1.5 hours per session. For example, 24 weeks focused on math, 1.5 hours/day, on Mondays. (same with ELA and student engagement/attendance).			
2	III.B.	Area of Focus: Instructional Practice: ELA				$13,850.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5000	5394	9808 - P.A.C.E. Center For Girls	UniSIG	0.0	$13,850.00
			Notes: Stipends for student engagement, materials and supplies and online subscription for Kahoots. Headphones for use with software programs in classrooms and after school.			
3	III.B.	Area of Focus: Positive Culture and Environment: Other				$28,946.50
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5000	5394	9808 - P.A.C.E. Center For Girls	UniSIG	0.0	$28,946.50
			Notes: Stipends for student engagement, materials and supplies and online subscription for Kahoots. Math and english manipulative sets; chart paper, markers, whiteboard markets, STEM kits, poster board, contact paper, copy paper.			
					Total:	$44,716.50

Budget Approval

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

No