

Alachua County Public Schools

Pace School



2023-24

Schoolwide Improvement Plan (SIP)

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Pace

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<http://www.pacecenter.org/alachua>

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

Provide the school's vision statement.

A world where all girls and young women have POWER, in a JUST and EQUITABLE society. Pace values all girls and young women, believing each one deserves an opportunity to find her voice, achieve her potential, and celebrate a life defined by responsibility, dignity, serenity, and grace.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Ponder, April	Principal	<ul style="list-style-type: none"> • Oversees the academic component of Pace Alachua, from intake and the creation of Progress Monitoring Plans for each girl, to managing our graduation cohorts. • As a licensed school psychologist, is responsible for administering all standardized tests to our girls and serves as the liaison between Pace, SBAC and DJJ, monitoring our compliance as it relates to their contracts (including Title 1). • Oversees the curriculum and the professional development, credentialing and instructional development of our teachers. Implements our behavioral intervention and positive incentive program and provides support to students and parents. • Supports our interns and volunteers, ensuring that each girl at Pace has all of the academic support she needs to succeed. • Responsible for tracking the progress of each girl and keeping records (including credits and transcripts) to comply with audits. • Develops and manages our school schedule and additional programming beyond academics. • Works with students with individual learning needs and educational disabilities via Exceptional Student Education (ESE) and Individualized Education Plans (IEP's)
Bone, Jessica	Administrative Support	<p>Assesses student programmatic and transition needs and educates staff regarding appropriate services.</p> <ul style="list-style-type: none"> · Provides counseling, clinical consultation, crisis intervention, or therapy to girls and families. · Facilitates new employee orientation training. · Ensures that all disclosure of abuse and neglect are reported accurately. · Communicates and updates daily activities. · Oversees the training and supervision of interns and volunteers in the transition services department and ensures their performance meets the needs of the girls served. · Provides supervisory guidance to staff through coaching and role modeling. · Monitors the outside service providers. · Recommends for hire, trains, supervises, and evaluates transition and programmatic services staff. <p>Directs and supervises prog transitional services for PACE.</p>
Noworski, Michael	Administrative Support	<p>Assesses the psycho-social needs of girls and educates staff regarding appropriate services and possible referrals.</p> <ul style="list-style-type: none"> · Ensures case management services are provided; provides training to ensure support services and required documentation is maintained by supervised staff in Pace Impacts and other appropriate places as necessary. · Facilitates new employee orientation training. · Participates in parent conferences as needed. · Facilitates care review meetings.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> · Ensures all disclosures of abuse and neglect are reported timely and accurately. · Follows the guidelines from Central Communications Center (CCC) and determines when to report incidents. · Follows through and Implements strategies decided upon in management meetings. · Ensures social services activities are communicated to ensure staff engagement. · Ensures social services staff communicates with families of students and appropriate professionals about progress of students,
Dagher, Baria	Teacher, K-12	<ul style="list-style-type: none"> Keeps up to date regarding curriculum content. · Understands how to plan for effective classroom instruction by utilizing higher level thinking/reasoning skills, central concepts, tools of inquiry, and structure of the discipline and developmental tasks. · Creates learning experiences which foster meaningful learning experiences for girls. · Creates lesson plans that effectively utilize all materials and resources available to achieve the objectives of the curriculum and adheres to B.E.S.T. standards and district pupil progression. · Plans assessment and monitors progress of student learning effectively.

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.

Establish strong two-way communication mechanisms with all stakeholders(leaders, teachers, community, families and students); Share information transparently with stakeholders and begin to set expectations for the next school year early on; Collect data on educators’, students’ and families’ experiences this year and their ideas, perspectives, and priorities for SY 2023-2024; Set up a diverse stakeholder committee to provide more detailed feedback; during various stages of the planning process; Share feedback trends with all stakeholders (leaders, teachers, families and students); Partner with internal and external stakeholders to address needs; Develop a comprehensive plan that incorporates the ideas, perspectives, and priorities of all stakeholders; Share the plan with stakeholders and work together to strengthen supports available to students and families.

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 will provide regularly scheduled in-person academic instruction, including services to ESE students, counseling, psycho-educational groups, and targeted case management for 100% of enrolled girls.

Teachers will meet quarterly to discuss school-wide academic data and develop supplemental and intensive intervention plans for students who are struggling to meet progress. Data obtained from student diagnostic assessments will be used to evaluate student learning loss, identify students' learning needs and planning for instruction. Academic supports will provide focus and review of essential standards through whole-group and small-group instruction (Tier 1) and individual student intervention (Tiers 2 and 3).

A variety of formative, summative, and diagnostic assessments will be administered throughout the school year to identify girls who are struggling academically. Girls will be tested in the areas of English Language Arts and Math. Diagnostic tools will include the following: Star testing (Reading and Math), IXL, Common, and FAST. Procedures will be implemented to incorporate frequent systematic data collection, ongoing progress monitoring (to assess learning gains), and early intervention. Progress monitoring schedule will be as follows:

- STAR upon entry and every 12 weeks, taken to determine beginning goals and ongoing progress.
- Bi-weekly academic progress monitoring will occur between teacher/advisor and student. Academic goals for reading and math will be adjusted based on student needs and STAR assessment scores every 12 weeks, or sooner if warranted.
- Common Assessment – Given at entry and exit as a determinant in monitoring progress.
- Grades, assessments, learning styles, ability to display comprehension and mastery of subject areas are all tracked and documented in Impacts and reported to DJJ monitoring.
- FAST and EOC's administered on schedule determined by FL DOE
- Reporting made of credit recovery and units/credits earned traditionally.
- GED Ready practice tests administered to girls on the GED track on a quarterly basis to assess academic growth.

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	91%
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)	Black/African American Students (BLK)* 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: Acceptable 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	2	7	5	14
One or more suspensions	0	0	0	0	0	0	0	3	1	4
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	2	0	2
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	3	1	4
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	2	3	5
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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	5	9	29
One or more suspensions	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	1	0	2
Course failure in Math	0	0	0	0	0	0	0	1	1	2
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	5	5	24
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	3	5	23
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	5	5	24

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	5	6	29

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	2
Students retained two or more times	0	0	0	0	0	0	0	1	2	11

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	5	9	14
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	1	0	1
Course failure in Math	0	0	0	0	0	0	0	1	1	2
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	5	5	10
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	3	5	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	5	5	10

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	5	6	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	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	1	2	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*	6	53	50	5	57	51	21		
ELA Learning Gains							24		
ELA Lowest 25th Percentile									
Math Achievement*	0	48	38	0	30	38	0		
Math Learning Gains							30		
Math Lowest 25th Percentile									
Science Achievement*		66	64	0	48	40			
Social Studies Achievement*	0	65	66	0	47	48			
Middle School Acceleration					40	44			
Graduation Rate		89	89		65	61			
College and Career Acceleration		66	65		71	67			
ELP Progress		57	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	2
Total Points Earned for the Federal Index	6
Total Components for the Federal Index	3
Percent Tested	49
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	1
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	5
Total Components for the Federal Index	4
Percent Tested	43
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	20	Yes	4	4
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	4	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	9	Yes	3	3
HSP				
MUL				
PAC				
WHT				
FRL	10	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	6			0				0				
SWD												
ELL												
AMI												
ASN												
BLK	20										1	
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	8			0							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	5			0			0	0				
SWD												
ELL												
AMI												
ASN												
BLK	9											
HSP												
MUL												
PAC												
WHT												
FRL	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	21	24		0	30							
SWD												
ELL												
AMI												
ASN												
BLK	17	24		0								
HSP												
MUL												
PAC												
WHT												
FRL	21	24		0	30							

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.

As evidenced by the needs assessment and early warning systems data, the biggest areas of need are standardized test scores in ELA and Math, GED subject areas; and Academic Accountability (grade promotion/graduation).

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

There are several factors that contributed to low academic performance. Attendance data showed the greatest decline when compared to previous school year data. Due to traumatic backgrounds, students have significant deficits as it relates to reading and writing skills. Additional factors include low intrinsic academic motivation; difficulty making connections; and mental health challenges. In addition, 77% of enrolled girls have an attendance rate lower than 80%. This was a decline of 17% over previous school year (60%)

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.

Based on available data for our currently enrolled students, most of our girls are performing below grade expectations in the areas of ELA and Math. The majority of our girls (approximate data is unknown) achieved a Level 1 on the grade level FSA Math and ELA which was administered in Spring 2023. There are several factors that contributed to low academic performance. Due to traumatic backgrounds, students have significant deficits as it relates to reading and writing skills. Additional factors include low intrinsic academic motivation; difficulty making connections; and mental health challenges. In addition, 77% of enrolled girls have an attendance rate lower than 90%.

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

Overall, 50-60% of girls increased their scores in Reading and Math, respectively as evidenced by Star assessments during fiscal year 23. With this limited progress, most girls are still presenting with significant skill deficits.

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

Based on available data for our currently enrolled students, most of our girls are performing below grade expectations in the areas of ELA and Math. The majority of our girls (approximate data is unknown) achieved a Level 1 on the grade level FSA Math and ELA which was administered in Spring 2023. There

are several factors that contributed to low academic performance. Due to traumatic backgrounds, students have significant deficits as it relates to reading and writing skills. Additional factors include low intrinsic academic motivation; difficulty making connections; and mental health challenges. In addition, 77% of enrolled girls have an attendance rate lower than 80%.

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

1. Attendance
2. ELA Test Scores
2. Math Test Scores
4. Academic Motivation
5. Social-Emotional Learning

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 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.

Standardized Reading and GED Scores. Based on the need assessment and data analysis, our students have demonstrated the lowest academic performance on standardized Math and Reading assessments. The majority of enrolled students are performing significantly below expectations in the area of ELA and Mathematics

Measurable Outcome:

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

- We will reduce the percentage of students who achieved a Level 1 on the FSA Reading test by at least 15 percentage points as compared to 2022-2023 testing data.
- 30% of students will perform within <1 year of their grade level or higher in the area of Reading as assessed by STAR, FAST progress monitoring, and IXL diagnostic data.
- 50% of enrolled students in grades 10-12th will successfully pass the 10th grade ELA FAST assessment

Monitoring:

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

Monthly data chats with Reading, English, and Intervention teacher to review data and progress monitoring. Weekly progress monitoring to assess fidelity of interventions and learning gains. A variety of formative, summative, and diagnostic assessments will be administered throughout the school year to identify girls who are struggling academically. Diagnostic tools will include the following: Star Math, IXL, GED Ready, and Edgenuity assessments. Procedures will be implemented to incorporate frequent systematic data collection, ongoing progress monitoring (to assess learning gains), and early intervention. The progress monitoring schedule will be as follows:

- STAR upon entry and every 12 weeks, taken to determine beginning goals and ongoing progress.; Bi-weekly academic progress monitoring will occur between teacher/advisor and student. Academic goals for math will be adjusted based on student needs and STAR assessment scores every 12 weeks, or sooner if warranted.;
- Common Assessment – Given at entry and exit as a determinant in monitoring progress.;
- FAST and EOC's administered on a schedule determined by FL DOE

Person responsible for monitoring outcome:

Baria Dagher (bee.dagher@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. Reading Teacher will deliver intensive intervention and remediation to all students during Intensive Reading. Interventions will target specific skills deficits aligned with diagnostic data and progress will be monitored frequently.
2. English Teacher will designate a portion of explicit language arts instruction specifically to Writing instruction and remediation. This will occur twice weekly.
3. Reading and English Teacher will develop and implement lesson plans with high student engagement, exploratory and stimulated technology-based activities, and project learning assignments. Direct instruction will be facilitated daily
5. Afterschool tutoring with certified teachers in the areas of Reading and Math
6. Weekly intervention groups targeting the following areas: GED Prep; FAST; Algebra I EOC; and credit retrieval. Intervention groups will be facilitated by a certified Intervention Teacher.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

All interventions have been selected based on research-based evidence and empirical data.

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.

Implementation of high-engaging, project-based learning, and interactive technology activities in English Language Arts via interactive whiteboards and NearPod app-based lessons.

Person Responsible: Baria Dagher (bee.dagher@pacecenter.org)

By When: Fall 2023

Afterschool Extended Day Intervention tutoring facilitated by certified teachers in foundational reading skills (vocabulary, fluency, comprehension)

Person Responsible: Baria Dagher (bee.dagher@pacecenter.org)

By When: Fall 2023

#2. 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.

Standardized Math and Reading Scores. Based on the need assessment and data analysis, our students have demonstrated the lowest academic performance on standardized Math and Reading assessments. The majority of enrolled students are performing significantly below expectations in the area of ELA and Mathematics

Measurable Outcome:

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

-We will reduce the percentage of students who achieved a Level 1 on the cycle 3 FAST Math progress monitoring assessment by at least 15 percentage points.

-30% of students will perform within <1 year of their grade level or higher in the area of Math as assessed by STAR, Common exit testing, and FAST.

Monitoring:

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

Monthly data chats with Math teacher to review data and progress monitoring. Weekly progress monitoring to assess fidelity of interventions and learning gains. A variety of formative, summative, and diagnostic assessments will be administered throughout the school year to identify girls who are struggling academically. Diagnostic tools will include the following: Star Math, IXL, Common, and Edgenuity. Procedures will be implemented to incorporate frequent systematic data collection, ongoing progress monitoring (to assess learning gains), and early intervention. Progress monitoring schedule will be as follows:

-STAR upon entry and every 12 weeks, taken to determine beginning goals and ongoing progress; Bi-weekly academic progress monitoring will occur between teacher/advisor and student. Academic goals for math will be adjusted based on student needs and STAR assessment scores every 12 weeks, or sooner if warranted.; Common Assessment – Given at entry and exit as a determinant in monitoring progress.; FSA and EOC's administered on a schedule determined by FL DOE; GED Ready Math baseline and post scores.

Person responsible for monitoring outcome:

April Ponder (april.ponder@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. Math teacher will utilize reflection activities and strategies during whole-group direct instruction. This will be facilitated weekly. Teacher will provide students with multiple prompts and modeling for self-reflection of the math problem-solving process.
2. Students will receive repeated opportunities for practice to increase math calculation and fluency.
3. Math teacher will provide explicit direct math instruction in various learning modalities. Math Teacher will provide opportunities for students to compare multiple strategies on math calculation and application problems. This will include interactive technology activities (i.e., visual, hands-on, auditory); exploratory opportunities (i.e. Finance Park field trip)
4. Math tutor to provide 1:1 support with Math core instruction
5. Intervention teacher will facilitate weekly groups in Algebra I EOC; GED Math Prep, and CROP.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

All strategies and interventions are evidenced-based and have research to demonstrate 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?

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.

Math practice will be implemented 30mins/week via IXL. IXL practice will reinforce topics introduced via weekly direct instruction lessons and unit project-based learning assignments.

Person Responsible: April Ponder (april.ponder@pacecenter.org)

By When: 9/1/2023

Project-based exploratory Math units targeting real-world math concepts (i.e., finance, statistics, geometry, STEM careers; etc...)

Person Responsible: April Ponder (april.ponder@pacecenter.org)

By When: Starting by 9/1/2023

Implementation of interactive technology-based lessons in Math via interactive whiteboards and NearPod app-based lessons.

Person Responsible: April Ponder (april.ponder@pacecenter.org)

By When: Fall 2023

#3. 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.

Personal concerns within a girl's home, issues with peers at school, mental and physical illness, and school and environmental safety contribute to failing grades, unearned high school credits, and delayed graduation with a standard high school diploma.

Measurable Outcome:

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

By 6/30/24, Pace Alachua will maintain an overall graduation rate of 80% or higher for all graduating seniors and/or students who are 17 or older as evidenced by high school diploma completion and GED's received.

Monitoring:

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

Review girls' academic progress (course grades, credit recovery, progress monitoring) at monthly treatment team meetings and develop a targeted intervention plan based on girls' individual needs

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.)

- Targeted case management which includes academic goal-setting and bi-weekly progress monitoring, frequent contact with caregivers, tangible incentives for improving and maintaining grades and formative assessment scores, academic road-mapping by a certified guidance counselor, and measures to increase physical and emotional safety during the school day.
- Explicit instruction from certified and/or licensed mental health counselors to support the development of social-emotional regulation, emotional intelligence, and executive functioning skills through direct teaching and skill application.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Pace operates within a gender-responsive, strength-based, and trauma-informed framework that focuses on developing meaningful and trusting relationships with program personnel, turning around negative attitudes about school by focusing on the girls' positive attributes, and empowering girls with positive coping skills by acknowledging the trauma that drives

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.

Utilization of Social-Emotional Learning curriculum, resources, and materials that focus on building and maintaining strong, positive relationships and healthy social-emotional development.

Person Responsible: Michael Noworski (michael.noworski@pacecenter.org)

By When: Fall 2023

Bi-weekly small group counseling facilitated by mental health counselors and therapist that focus on relationship building, healthy communication skills, emotional regulation, leadership skills

Person Responsible: Michael Noworski (michael.noworski@pacecenter.org)

By When: Fall 2023

Restorative Justice Circles and crisis management activities

Person Responsible: Jessica Bone (jessica.bone@pacecenter.org)

By When: Fall 2023

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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.

Personal concerns within a girl's home, issues with peers at school, mental and physical illness, and school and environmental safety contribute to chronic truancy and the negative impact truancy has on learning, achievement, and access to post-secondary education and training. Regular school attendance is a key performance indicator identified by Pace Center for Girls.

Measurable Outcome:

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

By 6/30/24, students at Pace Alachua will increase the center-wide attendance rate by at least 15 percentage points as evidenced by the average percentage of enrolled students during fiscal year 22-23. An additional measurable outcome is to increase the number of girls who have an attendance rate of 80% or higher. By 6/30/24 students at Pace Alachua will increase the overall number of students who have an attendance rate of 80% or higher by at least 20 percentage points.

Monitoring:

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

Review girls' on-site attendance at monthly treatment team meeting and develop a targeted intervention plan based on girls' individual needs.

Person responsible for monitoring outcome:

Michael Noworski (michael.noworski@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.)

- Targeted case management which includes daily attendance tracking, frequent contact with caregivers, tangible incentives for improving and maintaining on-site attendance, solution-focused counseling to address factors contributing to chronic truancy, and measures to increase physical and emotional safety during the school day
- Exploratory activities and educational field trips to enhance student engagement, intrinsic academic motivation, and student attendance.
- Explicit instruction and exploratory opportunities in career exploration, job shadowing, and vocational soft skills.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Pace operates within a gender-responsive, strength-based, and trauma- informed framework that focuses on developing meaningful and trusting relationships with program personnel, turning around negative attitudes about school by focusing on the girls' positive attributes, and empowering girls with positive coping skills by acknowledging the trauma that drives their behavior. This framework is the foundation of the Pace program model.

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.

School attendance task force that will develop a strategic attendance plan to improve girl attendance.

Person Responsible: Michael Noworski (michael.noworski@pacecenter.org)

By When: Fall 2023

School attendance task force that will develop a strategic attendance plan to improve girl attendance.

Person Responsible: Michael Noworski (michael.noworski@pacecenter.org)

By When: Fall 2023

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 principal and SI Principal will review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data. The Title I department will facilitate the budget alignment processes to ensure student needs are met.

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.

Dissemination and discussion of SIP and Title I Program implementation with the academic team. SIP goals, and action steps will be shared at the annual Board Retreat with board members at Pace Alachua, the Title I Annual Meeting, the Open House event, and during an ALL staff meeting. It will also be posted on the school's website

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 Alachua will build positive relationships with parents, families, and community stakeholders via the following initiatives: intentional parent communication (via email, weekly student progress reports, and monthly parent meetings); quarterly Open House events, Title I Annual Meeting event; monthly board of director's meetings, • Parents will be invited to participate in the planning and organizing of all Title I programs. • Surveys, parent meetings, school correspondence, and other activities will be used to solicit input from parents regarding the implementation of the Title I program.

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)

Pace Alachua will strengthen the academic program and quality of rigor and instruction by implementing weekly intervention groups by a certified intervention teacher in GED Prep, FAST, EOC, and credit retrieval; Extended Day Intervention in Reading and Math; Hands-on exploratory academic activities via education field trips, interactive technology/apps; and the incorporation of project-based learning activities that support explicit direct instruction curriculum.

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

Pace Alachua collaborates with the Meridian Behavior Center, Interface, and Shands-Vista to provide ways parents can work with their students.

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))

Individual and small group counseling session are provided to students based on identified needs. A variety of social skill, Cognitive Behavioral Therapy, Dialectical Behavior Therapy, Acceptance and Commitment Therapy strategies are provided by a certified school counselor.

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))

Pace Alachua utilizes TransfrVR to provide a variety of career and technical exploration opportunities through the use of a virtual reality platform.

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).

Pace operates within a gender-responsive, strength-based, and trauma-informed framework that focuses on developing meaningful and trusting relationships with program personnel, turning around negative attitudes about school by focusing on the girls' positive attributes, and empowering girls with positive coping skills by acknowledging the trauma that drives their behavior. This framework is the

foundation of the Pace program model.

Targeted case management which includes daily attendance tracking, frequent contact with caregivers, tangible incentives for improving and maintaining on-site attendance, solution-focused counseling to address factors contributing to chronic truancy, and measures to increase physical and emotional safety during the school day

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))

The staff is engaged in ongoing professional learning related to restorative practices and positive behavior and intervention support.

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))

Not applicable

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: ELA				\$47,611.25
Function	Object	Budget Focus	Funding Source	FTE	2023-24	
5100	649	0604 - Pace	UniSIG		\$4,750.00	
<i>Notes: Epson Brightlink 725Wi projector</i>						
5900	310	0604 - Pace	UniSIG		\$13,524.00	
<i>Notes: Contracted Services paid through invoice for 3 Teacher Stipends @ \$28/hr. for 129, 1-hour sessions and 32 hours of planning time (161 total hours each) for Extended Day Intervention (Afterschool Tutoring)</i>						
5900	310	0604 - Pace	UniSIG		\$1,034.59	
<i>Notes: Contracted Services paid through invoice for SSI Benefits @ 7.65% for 3 Teacher Stipends @ \$28/hr. for 129, 1-hour sessions and 32 hours of planning time (161 total hours each) for Extended Day Intervention (Afterschool Tutoring)</i>						
5100	510	0604 - Pace	UniSIG		\$280.00	
<i>Notes: General Supplies to Support Project-based Learning through hands-on, creative, exploratory projects. 1 sets of 100 Neon Presentation Poster Boards @ \$140.00 4 sets of 50 White Presentation Poster Boards@ \$35.00 each</i>						
5100	520	0604 - Pace	UniSIG		\$64.00	
<i>Notes: Supplemental Activity Books for ELA 1 book of Reproducible Context Clues Task Cards for Reading Comprehension Skills @ \$12.00 each 1 book of Hi Lo Nonfiction Reproducible Passages for Struggling Readers @ \$22 1 book of 35 Reproducible Reading Passages for Comprehension: Main Ideas & Summarizing @ \$10 1 book of Reproducible Vocabulary Activities: Prefixes and Suffixes @ \$10 1 book of Reproducible Vocabulary Activities: Greek & Latin Roots @ \$10</i>						
5100	520	0604 - Pace	UniSIG		\$810.00	

			<i>Notes: Supplemental Student Workbooks to Support ELA for GED Program: 15 copies of Steck-Vaughn GED: Test Preparation Student Workbook Reasoning Through Language Arts @ \$17 each 15 copies of Essential Reading Skills: Preparation for High School Equivalency Tests @ \$22 each 15 copies of McGraw-Hill Reasoning Through Language Arts for the GED Test @ \$15 each</i>			
	5100	390	0604 - Pace	Title, I Part A	0.8	\$18,562.50
			<i>Notes: Salary - Intervention Teacher ELA paid through invoicing</i>			
	5100	390	0604 - Pace	Title, I Part A		\$1,420.03
			<i>Notes: SSI Benefits - Intervention Teacher ELA paid through invoicing</i>			
	5100	510	0604 - Pace	Title, I Part A		\$397.76
			<i>Notes: Materials for Intervention Groups to use with Para</i>			
	5100	644	0604 - Pace	Title, I Part A		\$1,590.00
			<i>Notes: 2 Student laptops for small group intervention</i>			
	5100	644	0604 - Pace	Title, I Part A		\$2,399.40
			<i>Notes: Computer Monitors - expandable for laptops</i>			
	5100	520	0604 - Pace	Title, I Part A		\$929.32
			<i>Notes: EOC and Fast supplemental books</i>			
	5100	120	0604 - Pace	Title, I Part A		\$1,718.20
			<i>Notes: Title I Lead Teacher Supplemental - Monitoring and implementation of the schoolwide Title I program.</i>			
	5100	220	0604 - Pace	Title, I Part A		\$131.45
			<i>Notes: SSI benefits for the Title I Lead Teacher Supplemental</i>			
2	III.B.	Area of Focus: Instructional Practice: Math				\$921.16
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0604 - Pace	UniSIG		\$184.00
			<i>Notes: Supplemental Supplies and Games to Support Math Instruction: 2, Giant Magnetic XY Coordinate Dry Erase Grid, 26" x 26" Graph Board @ \$40 each Pre-Algebra Bingo Game for grades 6-8 @ \$13 1 set of Math dice manipulatives @ \$14 1 Jumbo Magnetic XY Coordinate Dry Erase Grid - Dry Erase Board Grid, Graph, Classroom Supplies, 30x30 @ \$48 1 set of Fraction Dominoes for Equivalents, Adding and Subtracting Fractions @ \$13 1, "I Have Who Has" Math Game @ \$16</i>			
	5100	520	0604 - Pace	UniSIG		\$32.00
			<i>Notes: Supplemental Book to Support Math Instruction: 1 book of Reproducible Algebraic Games and Puzzles for grades 6-8.</i>			
	5100	622	0604 - Pace	UniSIG		\$28.00
			<i>Notes: Math Posters to Support Instruction 1 set of Sproutbrite Educational Math Operations Posters @ \$14 1 set of Sproutbrite Educational Math Posters Geometry Lines Shapes Triangles Angles Mathematics Math visuals for math intervention @ \$14</i>			
	5100	642	0604 - Pace	UniSIG		\$70.00
			<i>Notes: 1, 10 Slots Floor Spinner with Heavy Duty Tripod Stand Base Math Probability Spin Wheel</i>			
	5100	520	0604 - Pace	UniSIG		\$465.00
			<i>Notes: Supplemental Student Workbooks to Support Math for GED Program: 15 copies of GED® Math Test Tutor, For the 2022-2023 GED® Test, 2nd Edition: All the Tools You Need to Succeed (GED® Test Preparation) @ \$16 each 15 copies of McGraw-Hill Education Mathematical Reasoning Workbook for the GED Test @ \$15 each</i>			

	5100	510	0604 - Pace	Title, I Part A		\$142.16
			<i>Notes: Math materials to use with intervention groups</i>			
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$14,597.03
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	310	0604 - Pace	UniSIG		\$3,500.00
			<i>Notes: Training Consultant to provide 2 on-site session for the River Phoenix Restorative Practices Activities to enhance positive school climate and culture</i>			
	5100	510	0604 - Pace	UniSIG		\$404.74
			<i>Notes: Supplemental Curriculum Supplies for Small Group Counseling Intervention Digital Download - Therapy Toolbox from The Counseling Palette @ \$63.74 2 sets of Behind the Anger Therapy Kits @ \$33 each for SEL Learning @ \$66 1, Stages of Discovery Counselor Kit @ \$275.00</i>			
	5100	510	0604 - Pace	UniSIG		\$192.00
			<i>Notes: Supplemental Instructional Supplies for Social Skills and Character Education Instruction: 1, Social Skills and Therapy Game: Meaningful Conversations and Open Communication @ \$23 1, Letting Go of Anger Card Deck: 54 Cards to Help Teens Tame Frustration for SEL Learning @ \$18 1, TaliCor Pocket Ungame for Teens @ \$15 1 Set of 50 "I am Enough" Affirmation cards for small SEL counseling groups @ \$15 1 set of Cognitive Behavioral Therapy Deck for Kids and Teens: 58 Practices to Quiet Anxiety, Overcome Negative Thinking and Find Peace Cards @ \$18 1 set of 54 Positive Affirmation Cards for Kids and Teens @ \$15 1, Feelings Wheel for small group @ \$12 1, Things I Can Control Wheel for small group @ \$15 1, StrongSuit - The Tower of Self Esteem, Cognitive Behavioral Therapy Game for Kids, Teens @ \$26 1, Breaking Barriers Down - Social Skills Games and Therapy Games, A Feelings Game for Kids That Develops Emotion Regulation and Explores Anger, Sadness, Fear and Joy @ \$35</i>			
	5100	510	0604 - Pace	UniSIG		\$687.80
			<i>Notes: General supplies to support social-emotional regulation, emotional intelligence, and executive functioning through art. 12 sets of 15 Paint Brushes @ \$6.00 each 5 Acrylic Paint Sets @ \$35.00 each 4 Deluxe Art Drawing Set @ \$40.00 each 10 sets of Permanent Markers @ \$13.80 each</i>			
	5100	520	0604 - Pace	UniSIG		\$990.00
			<i>Notes: 30 "The Life You Want" Guided Journals for SEL @ 30.00 each Shipping - \$90</i>			
	5100	520	0604 - Pace	UniSIG		\$258.89
			<i>Notes: Supplemental workbooks to support Cognitive Behavior and Social Skills Instruction: 1 copy of the Teen's Workbook to Self-Regulation @ \$16 1, Cognitive Behavioral Therapy, Dialectical Behavior Therapy, Acceptance and Commitment Therapy Book @ \$33 1 copy of Be Mindful Card Deck for Teens paperback book @ \$18 1 copy of the Advanced Cognitive Behavioral Therapy Reproducible Toolbox paperback @ \$33 1 copy of The Group Therapy Card Deck: Cognitive Behavioral Therapy, Dialectical Behavior Therapy, Acceptance and Commitment Therapy and Positive Psychology Tips and Tools paperback @ \$20 1 copy of "12 Steps for Wayward Teens" @ \$6.00 20 copies of Life Skills for Teenage Girls book @ \$5.09 each 1 set of Setting Boundaries Workbooks for SEL Learning @ \$31</i>			
	5100	642	0604 - Pace	UniSIG		\$25.00
			<i>Notes: 1, Anger Management Calm Ball to be used for individual and small group instruction</i>			
	5100	520	0604 - Pace	Title, I Part A		\$277.20
			<i>Notes: Materials for small group behavior skills (workbooks)</i>			
	5100	510	0604 - Pace	Title, I Part A		\$334.35
			<i>Notes: Materials for small group behavior skills (cards)</i>			
	6400	310	0604 - Pace	Title, I Part A		\$1,200.00
			<i>Notes: Verbal De-escalation Training for Staff (4 sessions)</i>			

	6400	310	0604 - Pace	Title, I Part A		\$3,500.00
			<i>Notes: Restorative Justice Training</i>			
	6400	510	0604 - Pace	Title, I Part A		\$309.85
			<i>Notes: Materials for Restorative Justice</i>			
	7730	330	0604 - Pace	Title, I Part A		\$2,917.20
			<i>Notes: Innovative School Summit Conference Per Diem 36.00 per/day for 3 days x2 + .45 x214 miles Registration FEE 795.00x2 Hotel is 232 +Fee and taxes 311.80x3nights</i>			
4	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$22,898.06
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	110	0604 - Pace	UniSIG	0.03	\$3,074.95
			<i>Notes: Salary for School Improvement Principal Specialist to work in partnership with the school administration to review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data as outlined in Section IV.</i>			
	6300	210	0604 - Pace	UniSIG		\$417.26
			<i>Notes: Retirement benefits @ 13.57% for School Improvement Principal Specialist</i>			
	6300	220	0604 - Pace	UniSIG		\$235.23
			<i>Notes: SSI benefits @ 7.65% for School Improvement Principal Specialist</i>			
	6300	230	0604 - Pace	UniSIG		\$254.54
			<i>Notes: Insurance benefits for School Improvement Principal Specialist</i>			
	6300	290	0604 - Pace	UniSIG		\$15.68
			<i>Notes: Early Retirement benefits @ 0.51% for School Improvement Principal Specialist</i>			
	5100	510	0604 - Pace	UniSIG		\$754.82
			<i>Notes: Supplemental Supplies to Support Instruction: 12 Noise cancelling headphones @ \$16.99 each for students with auditory sensory considerations for small-group intervention and remediation 6 sets of 12 Trifold Presentation Boards @ \$42.00 each for creative and research projects 1 pack of 16 Soft Cover Journals, college rule @ \$30 6 sets of 210 Mechanical pencils @ \$27.99 each for small group intervention 3 sets of 4 Learning Resources Answer Buzzers @ \$23 each 1 set of 8 Recordable Answer Buzzers @ \$32</i>			
	5900	330	0604 - Pace	UniSIG		\$2,000.00
			<i>Notes: Field Trip Entry Fees for 50 students @ \$40 each to Wild Adventures "Careers in Theme Parks" educational and exploratory opportunity in career exploration, job shadowing, and vocational soft skills.</i>			
	7800	360	0604 - Pace	UniSIG		\$1,925.00
			<i>Notes: Charter Bus Transportation Rental Fees for 1 buses at \$1,925 each for the Field Trip to Wild Adventures</i>			
	5900	330	0604 - Pace	UniSIG		\$3,250.00
			<i>Notes: Field Trip Entry Fee for 50 students at \$65/students to NASA STEM Educational Exploratory Field Trip opportunity in career exploration, hands on projects and activities.</i>			
	7800	360	0604 - Pace	UniSIG		\$1,925.00
			<i>Notes: Charter Bus Transportation Rental Fees for 1 buses at \$1,925 each for the Field Trip to NASA</i>			
	5900	330	0604 - Pace	UniSIG		\$2,000.00

			<i>Notes: Field Trip Entry Fee 50 students @ \$40 each to Sea World Educational Exploratory Field Trip; Oceans Unit and Sea Animals. Exploratory opportunity in career exploration, hands on projects, and activities</i>		
7800	360	0604 - Pace	UniSIG		\$1,925.00
			<i>Notes: Charter Bus Transportation Rental Fees for 1 buses at \$1,925 each for the Field Trip to Sea World</i>		
5100	730	0604 - Pace	Title, I Part A		\$1,896.00
			<i>Notes: CNA Gator CPR Certification</i>		
5100	369	0604 - Pace	Title, I Part A		\$1,425.00
			<i>Notes: Pointful Education CTE (15 licenses)</i>		
5100	510	0604 - Pace	Title, I Part A		\$509.82
			<i>Notes: Headphones for students to use with online CTE Program.</i>		
6400	730	0604 - Pace	Title, I Part A		\$750.00
			<i>Notes: Pointful Education CTE virtual PD</i>		
5100	520	0604 - Pace	Title, I Part A		\$539.76
			<i>Notes: GED Prep books</i>		
				Total:	\$86,027.50

Budget Approval

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

Yes