

Escambia County School District

Pace Program School



2023-24

Schoolwide Improvement Plan (SIP)

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Pace Program

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SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Pace 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
Rodgers, Laurie	Executive Director	
Gansmann, Brittany	Academic Manager	

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.

The school leadership team will meet once per month to discuss progress, barriers, and resolutions surrounding student success with the school improvement plan. Teachers will meet twice per month to discuss methods that are working and any issues that have come up. Counselors will meet with each family once per month in order to relay academic and behavioral information to guardians.

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))

Students will be given STAR assessments every 90 days in order to monitor progress and the effectiveness of the SIP. Revisions to SIP will be made on an as needed basis based on academic performance, STAR test results, and state testing results.

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	47%
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	0	7	4	11
One or more suspensions	0	0	0	0	0	0	0	4	3	7
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
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	4	3	7

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	6	5	11
Students retained two or more times	0	0	0	0	0	0	0	2	5	7

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								3	8	9	44
One or more suspensions								2	4	6	20
Course failure in ELA									1	3	6
Course failure in Math									1	1	4
Level 1 on statewide ELA assessment								2	6	7	27
Level 1 on statewide Math assessment								1	7	8	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.								2	6	7	32

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	3	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	3	7	5	34
Students retained two or more times	0	0	0	0	0	0	1	1	4	20

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	3	8	9	20
One or more suspensions	0	0	0	0	0	0	2	4	6	12
Course failure in ELA	0	0	0	0	0	0	0	1	3	4
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	2	6	7	15
Level 1 on statewide Math assessment	0	0	0	0	0	0	1	7	8	16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	2	6	7	15

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	3	5	6	14

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	3	7	5	15
Students retained two or more times	0	0	0	0	0	0	1	1	4	6

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*	0	40	50	5	42	51	8		
ELA Learning Gains				20			10		
ELA Lowest 25th Percentile									
Math Achievement*	11	37	38	0	33	38			
Math Learning Gains									
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*		58	64	7	33	40			
Social Studies Achievement*		56	66		47	48			
Middle School Acceleration					44	44			
Graduation Rate		79	89		57	61			
College and Career Acceleration		63	65		59	67			
ELP Progress		47	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	6
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	11
Total Components for the Federal Index	2
Percent Tested	70
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	8
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	32
Total Components for the Federal Index	4
Percent Tested	85
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL	9	Yes	2	2

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL	0	Yes	1	1

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	0			11								
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL	0			17							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	20		0			7					
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL	0											

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	8	10										
SWD												
ELL												

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
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL	9											

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.

This past school year we focused on economically disadvantaged students with low ELA achievement. 100% of our population is identified as economically disadvantaged and set a goal to move from 8% or higher proficiency. We were able to meet that goal and showed an overall rating of 18.8% proficient. We implemented Freckle as an intervention for both math and reading and the leadership team monitored it monthly, while teachers monitored it weekly. We monitored their STAR every 12 weeks, and their classroom assessments.

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

As a whole we showed our greatest decline in Social Studies. Our change in learning platforms had several benefits but we had a lack of supplementary materials and students did not express interest in achieving on the exam. As a staff we did not emphasize the importance of trying on the test enough.

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.

Civics is our greatest weakness when comparing the state average to our center's average. In the previous year we struggled to emphasize the importance of the civics exam and had issues getting girls to school during state testing sessions.

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

Math showed the greatest growth in proficiency. Our math teacher utilized edgenuity as our learning platform but was able to also offer several other learning options.

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

In our EWS data we have identified suspensions as the primary indicator for academic concern. Pace Center for Girls does not suspend students. Our program works specifically with high-risk youth, and several have been suspended from public school more than once. We work with students to identify problematic behaviors and assist them in coping in healthy ways.

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

This year we will be focusing on ELA test scores, Social Studies, and Math.

Last year we saw a 13% Gain in ELA and we know that the introduction of a new instructor has been a large contributing factor. This year we will be refining the use of our curriculum. We will also be bringing in a full time tutor to assist in both math and reading. We have purchased the program Moby Max and will introduce it to students across all grades as part of our remediation program.

We also had a 15% gain in math this past year. Our new tutor will be focusing on assisting students who are below grade level in math in order to bring up overall proficiency. Our teacher will be incorporating several hands on assignments to compliment the curriculum we are using.

In Social Studies, we will be introducing more primary resources to the classroom and will work to refine the curriculum in order to engage students with the material.

We will be also focused on increasing student attendance.

Area of Focus

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

#1. 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.

Achievement in ELA has not reached 41% proficiency for the past 3 years and shows deficiencies in the following subgroups based on the 2022-2023 FAST PM 3 progress monitoring assessment: Students with Economically Disadvantaged (18.8%). We will be using UniSIG funds to work on this deficiency by hiring a pre-approved remedial teacher to support benchmark aligned instruction.

*Proficiency levels indicated for 2023 are based on levels set as of July 2023.

Measurable Outcome:

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

ELA proficiency will go from 18.8% (proficient) on the 2023 FAST to 31% or higher on the 2024 FAST PM3. ESSA subgroup includes Economically Disadvantaged.

Monitoring:

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

Student growth in ELA will be monitored throughout the year with STAR tests occurring every 90 days. We will utilize Freckle, chapter tests and quizzes, Accelerated Reader, and Progress Monitoring assessments.

The leadership team will be meeting biweekly to discuss progress. We will also discuss individual student progress monthly in order to assess the unique needs of our student population. The leadership team will meet with teaching staff bimonthly to discuss implementation of the plan. Teachers will meet with leadership staff individually every month in order to assess their implementation of the plan and what barriers they are facing.

Person responsible for monitoring outcome:

Brittany Gansmann (bgansmann@ecsdfl.us)

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. Provide direct and explicit comprehension strategy instruction in ELA instruction.
2. Provide opportunities for extended discussion of text meaning and interpretation.
3. Provide explicit vocabulary instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works ClearingHouse, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows positive impact on student achievement.
2. According to Organizing Instruction and Study to Improve Student Behavior from What Works Clearinghouse, connecting and integrating abstract and concrete representations shows positive impact on student achievement.
3. The Institute of Education Sciences practice guide on improving adolescent literacy (Kamil et al., 2008) provides recommendations on using evidence-based literacy practices to support literacy skills of students with and without disabilities. These recommendations include providing students explicit vocabulary and reading comprehension strategy instruction and opportunities to participate in text-based discussions. In order to ensure that students receive evidence-based literacy instruction that aligns with the recommendations outlined in the IES adolescent literacy practice guide, all teachers despite content-area focus should integrate evidence-based literacy practices into instruction.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

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

The leadership team will meet with teachers to discuss FSA and prior year data for overall population and specific subgroups. The leadership team will analyze data metrics from STAR, district progress monitoring and meet with teachers twice a month and teachers will conduct data chats with students monthly. Both the ELA and reading teacher, will work together to analyze data for gaps in proficiency and plan for coordinated instruction.

Person Responsible: Brittany Gansmann (bgansmann@ecsdfl.us)

By When: The leadership team will meet one per month to discuss any new available data. Academic team will meet twice per month.

Professional development embedded in planning will include Professional development will include the following: implementation of the BEST standards, Freckle - how to use it as a data point for writing girl's daily goals and for selecting girls for standard-based small group, and implementation of Accelerated Reader - how to connect it as a data point to STAR and Freckle. Explicit small group PD for lesson planning and instruction.

Person Responsible: Brittany Gansmann (bgansmann@ecsdfl.us)

By When: December 20, 2023

Planning will be conducted with teachers on a monthly basis, or as needed. Coaching will be provided to teachers on an as needed basis and will concentrate on student engagement, small group lesson planning and how to effectively use data.

Person Responsible: Brittany Gansmann (bgansmann@ecsdfl.us)

By When: This will reoccur bimonthly for the 2023-2024 school year.

The leadership team will conduct classroom walks on a bi-weekly basis to monitor the implementation of the professional development and planning outcomes. The leadership team will provide feedback to both the ELA and Reading teacher and determine coaching support based on the data metrics and classroom walks. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

Person Responsible: Brittany Gansmann (bgansmann@ecsdfl.us)

By When: Reoccurring bimonthly for the 2023-2024 school year.

In-depth coaching will be provided to teachers based on qualitative and quantitative data points. The coaching will be focused on content knowledge, SIP evidence-based strategies, and instructional practices. The coaching will be monitored by the School Leadership Team and District Content Specialist to determine the on-going coaching cycle. Both the reading teacher and ELA teacher will work to provide standard specific instruction in order to support learning gains.

Person Responsible: Brittany Gansmann (bgansmann@ecsdfl.us)

By When: Reoccurring bimonthly for the 2023-2024 school year.

UniSIG funds will be used to support the salary of a pre-approved remedial teaching position. The reading teacher will be providing specific vocabulary instruction and assist in providing the meaning of new words and word learning strategies.

Person Responsible: Brittany Gansmann (bgansmann@ecsdfi.us)

By When: Ongoing for the 2023-2024 school year.

#2. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

In order to achieve academic success and the benefit from the social services our program offers, students must be present. Students are expected to maintain a minimal of 85% attendance. Upon enrollment students are made aware that attendance is a critical to success at Pace. When a student is absent her counselor contacts the student's family that morning. Typically, after three days of an unexcused absence the counselor will make a home visit on the fourth day. UnSIG funds will be used to pay our intensive reading teacher.

Measurable Outcome:

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

In the 2022-2023 academic school year, the attendance rate for students who were enrolled was 69%; This year we would like to increase student overall attendance to 80% for the year.

Monitoring:

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

We will be using data from Focus reports and internal attendance reports to monitor all progress. In order to improve attendance counselors will be reaching out to students who are not at school. After the third consecutive absence students will receive a home visit from their counselor.

Person responsible for monitoring outcome:

Brittany Gansmann (bgansmann@ecsdfi.us)

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.)

Students whose attendance is less than 85% are offered incentives to increase their attendance. If the student does not increase their attendance, we will move the student to an attendance agreement. Pace is a voluntary program and if the student continues to have issues with attendance, we will discuss other learning options as an alternative to the program. A family team meeting will be scheduled for students who continue to have attendance issues. The school will make every effort to assist with setting up childcare for students who need it. Students whose poor attendance is the result of transportation are offered transportation assistance with bus passes, and in some cases a gas card. In some cases, counselors have picked up students in school vehicles.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Provide intensive, individualized support to students who have fallen off track and face significant challenges to success. (preventing dropout in secondary schools)

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?

Yes

Action Steps to Implement

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

The leadership team will meet with teachers to discuss attendance and prior year data for overall population and specific subgroups. The leadership team will analyze attendance current attendance and relay information related to attendance to instructional staff. UnSIG funds will be utilized in paying an instructional staff member. By reducing the student to staff member ratio, students will make better connections to the academic team and this will encourage attendance.

Person Responsible: Laurie Rodgers (lrodgers@ecsdfi.us)

By When: December 20, 2023.

In order to achieve academic success and the benefit from the social services our program offers, students must be present. Students are expected to maintain a minimal of 85% attendance. Upon enrollment students are made aware that attendance is a critical to success at Pace. When a student is absent her counselor contacts the student's family that morning. Typically, after three days of an unexcused absence the counselor will make a home visit on the fourth day. UnSIG funds will be used to pay our intensive reading teacher who will work to reduce the student to staff ration, resulting in making better connections to help support the academic learning and to encourage daily attendance.

Person Responsible: Laurie Rodgers (lrodgers@ecsdfi.us)

By When: on going throughout the school year

#3. Instructional Practice specifically relating to Social Studies**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.

Achievement in Social Studies for our students has not met 41% proficiency. UniSIG funds will be used to support this area of focus.

Measurable Outcome:

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

Civics and US History proficiency will increase from 9.1% to 31% proficiency based on E.O.C assessments.

Monitoring:

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

EOC exams will be given 4 times throughout the next year and all results data will be reviewed and monitored. Progress will be monitored in the classroom through assessments given throughout the course.

Person responsible for monitoring outcome:

Brittany Gansmann (bgansmann@ecsdfl.us)

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. The leadership team will meet with teachers to discuss EOC and prior year data for overall population and specific subgroups. The leadership team will analyze data metrics from progress monitoring, and meet with teachers for data chats.
2. Students Investigate Primary Sources (SIPs) lessons in grades K-12.
3. Use Vocabulary graphic organizers to build foundational content vocabulary.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. According to 10 Key Practices for Assessments in Schools: School leadership ensures that teachers have a shared understanding of the curriculum and standards across the grades.
2. According to 10 Key writing policies and Practices for All schools: Student learning is supported and measured through a variety of informal and formal reading, writing, and speaking activities in all content areas.
3. According to 10 Key Writing policies and Practices for All Schools; Teachers provide a language-rich classroom environment by intentionally and regularly using academic vocabulary and supporting students' use of academic vocabulary.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

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

Leadership will meet with teaching staff to discuss prior year testing data and deficiencies. Leadership will work with teachers to analyze new test data and, review changes in testing results and provide structured feedback for improving course performance.

Person Responsible: Brittany Gansmann (bgansmann@ecsdfl.us)

By When: December 20, 2023.

Leadership and the teacher will identify and procure primary resources related to class material.

Person Responsible: Brittany Gansmann (bgansmann@ecsdfl.us)

By When: October 31, 2023.

In-depth coaching will be provided to teachers based on qualitative and quantitative data points. Teachers will be provided guidance on how to effectively use data. The coaching will be monitored by the School Leadership Team to determine the on-going coaching cycle. The leadership team will work with the school district specialists to assist in the coaching process.

Person Responsible: Brittany Gansmann (bgansmann@ecsdfl.us)

By When: December 20, 2023.

UniSIG funds will be used to support the salary of a pre-approved remedial teaching position. The reading teacher will be providing specific vocabulary instruction and assist in providing the meaning of new words and word learning strategies.

Person Responsible: Brittany Gansmann (bgansmann@ecsdfl.us)

By When: Ongoing for the 2023-2024 school year.

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).

Funding allocations for Title I funds are based on survey 3 poverty data. Schools receive these allocations in the spring and work with Title I and the level directors to determine how those funds are utilized. Title I schools also receive additional funding for low income students to support parent involvement. UniSIG allocations are based on school grade and overall Federal Index rates and are received in late summer. The schools work with the School Transformation Office (STO) and level directors to determine the usage of these funds to maximize impact on student achievement. Both Title I and UniSIG are aligned so there are no resource duplications between these two main school improvement funding sources. The Human Resource Department works with Budgeting, Finance, Title I, STO, and Executive staff to review staffing to ensure schools in need have staffing that reflects the need of the school. Title I, UniSIG, Reading Allocation, ESSER, and SAI funding sources are utilized to add supplemental positions to meet the needs of schools and align to state and district goals. School Improvement funding allocations are also utilized to pay staff to attend planning sessions and professional development sessions with the Professional Development Department and STO based on input from BSI and the district. The district identifies resources for coaching and planning support through the level directors, School Transformation Office, Title I, and Professional Development Department. Schools are tiered based on need including school grade, overall federal index, graduation rates, and ESSA subgroup data. Supplemental resources in addition to the district purchased core resources are reviewed based on the school need and approved for purchase utilizing school improvement funding and SAI funding. The district has also begun to utilize Canvas as the LMS to help support resource allocation to include benchmark aligned lessons, professional development, and content training for schools. Additional support that is identified by quarterly meetings with schools and monthly meetings with the BSI team will be supported through the LMS to ensure school needs and district resources are being appropriately allocated for the 2023-2024 school year.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The Title I Annual Meeting is held during the first quarter of the school year. All stakeholders (families, teachers, staff, and community members) are invited to attend. During this meeting the following information is shared: School Improvement Plan, Parent & Family Engagement Plan, Title I Budget, Parents' Right to Know (defined by Title I law), and the School-Family Compact.

Throughout the school year, SIP progress is regularly shared and discussed through the School Advisory Council. Regardless of membership status, all stakeholders are invited to attend School Advisory Council meetings.

Information on the schools SIP progress will be shared with all staff during the all staff monthly meeting. Leadership will meet once per month to discuss progress.

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))

During the 23-24 school year, monthly parent contact will be made with all parents to share the progress of each student. FAST data will be reviewed with families. Four academic Family Nights are scheduled to build the capacity of families in Language Arts and Math and career exploration. Teachers will share strategies which can be used at home. Teachers send daily* and/or weekly* information home to parents regarding their child's academic and social progress.

The Parent & Family Engagement Plan is shared with families during the Title I Annual Meeting, given in the school calendar, and messaged directly to families through texts and phone calls from counselors.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

This year we will be focusing on ELA test scores, Social Studies, and Math.

Last year we saw a 13% Gain in ELA and we know that the introduction of a new instructor has been a large contributing factor. This year we will be refining the use of our curriculum. We will also be bringing in a full time tutor to assist in both math and reading. We have purchased the program Moby Max and will introduce it to students across all grades as part of our remediation program.

We also had a 15% gain in math this past year. Our new tutor will be focusing on assisting students who are below grade level in math in order to bring up overall proficiency. Our teacher will be incorporating several hands on assignments to compliment the curriculum we are using.

In Social Studies, we will be introducing more primary resources to the classroom and will be revising daily lessons to fit a variety of learning needs.

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))

Carl Perkins Career and Technical Education Act: Provides funds to increase the quality of career and technical education.

Title IX, Part A: Provides hygiene items, school supplies, enrollment assistance, social work, and advocacy. Assistance for housing, food, clothing, and other emergency support are available for families referred under Title IX.

IDEA: Provides students with disabilities a Free Appropriate Public Education (FAPE) that is tailored to their individual needs including an Individualized Education Plan (IEP), placement in the Least Restrictive Environment (LRE), appropriate evaluation, parent and teacher participation, and procedural safeguards.

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 Center for Girls focuses on a program for high-risk youth that provides both academic and mental health care. Students meet with their counselor no less than biweekly, participate in group sessions weekly, and take a class geared toward social development. We work with students to improve coping skills, communication skills, and improve healthy habits.

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))

Students work with advisors and within courses to develop soft skills for employment and explore careers. We will be using Florida Ready to Work as a training resource for students.

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 Center for Girls has no more than 60 students in the program with 4 counselors on hand at all times. Because we work with high-risk youth in this voluntary program, we ensure that students understand their rights and responsibilities upon entry to the program. Students are encouraged to work through our stage system that recognizes the steps of change and rewards students for making positive decisions.

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))

Pace Center for Girls has no more than 60 students in the program with 4 counselors on hand at all times. Because we work with high-risk youth in this voluntary program, we ensure that students understand their rights and responsibilities upon entry to the program. Students are encouraged to work through our stage system that recognizes the steps of change and rewards students for making positive decisions.

Teachers are trained in trauma informed care and classes have no more than 12 students at all times. Student behavior is addressed by writing an opportunity for the girl to speak with her counselor about her behavior. Counselors make every effort to address behavior quickly and assist girls with learning new coping strategies. If a student is unable to correct a specific behavior the counselor will coordinate a support team meeting. All stakeholders in that child's life are invited to work to get to form a plan to better support the student in making a positive change. This plan may result in additional outside resources for the student and family. If behavioral problems persist with a student counseling staff and managers will hold another meeting where an agreement with the student, staff, and other involved parties agree on expectations. If behaviors continue another team meeting will be held and the student is asked to sign a contract stating that they understand that Pace is a voluntary program and continued behavior may result in them being asked to leave the program.

Problems between students are resolved with the conflict resolution method with no less than two counselors assisting in the process.

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))

NA

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				\$45,096.36
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	310	2034 - Pace Program	UniSIG		\$45,096.36
			<i>Notes: Pace Program UniSIG: Focus 1- 3 Pre-approved remedial teacher position to support benchmark-aligned instruction. .90 of the salary</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
3	III.B.	Area of Focus: Instructional Practice: Social Studies				\$0.00
					Total:	\$45,096.36

Budget Approval

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

No