

St. Lucie Public Schools

Pace Center For Girls, Treasure Coast School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	9
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	23
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	23
VII. Budget to Support Areas of Focus	26

Pace Center For Girls, Treasure Coast

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[no web address on file]

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/10/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

A world where girls and young women have Power in a Just and Equitable society.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
White, Christine	Academic Manger	Direct management of Academic Staff (teachers, substitutes, and registrar). Provides state education assessment oversight, ensures Title 1 compliance, monitors ESE and ESOL compliance and teacher certification requirements. Tracks student Academic progress and ensures appropriate and timely documentation of student records (attendance, grades, report cards, transcripts, etc.).
Johnson, Maygan		Oversight of center operations and finances; supervises all staff, develops and leads professional development; fosters collaboration with the community stakeholders; liaison between Pace Center for Girls and the Saint Lucie Public School District.
Connenlly, Kelly		To encourage attendance and support academic manager.
Bolden, Karissa		To oversee the social services team and academic manager.

To support students to on time dgraduation.

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.

Parent and Girl surveys are administered to garner feedback from families receiving Pace services. Center leadership works directly with the academic and social services staff, and the Board of Directors, to review feedback, identify areas of need and develop strategies to improve.

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))

Academic manager will meet with staff monthly to review data related to SIP goals. Teachers will serve as advisors and create individualized academic progress monitoring plans (PMP's) for each girl. These plans will be monitored regularly and updated bi-weekly. Girls will be tested for Math and ELA gains quarterly. Test data will be reviewed after being administered and cross referenced with standards to determine gaps in knowledge to be addressed. Monthly parent conferences will be scheduled for girls and academic progress will be reviewed during these meetings. Counselors will assist in helping girls meet academic goals by providing support to meet girls' mental health needs. Leadership team will meet regularly to discuss areas of focus and plan activities and initiatives according to support needed .

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	57%
2022-23 Economically Disadvantaged (FRL) Rate	63%
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	2	4	6	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	1	2	3	
Course failure in Math	0	0	0	0	0	0	0	1	2	3	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	2	4	6	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	2	5	7	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	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	2	4	6

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

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

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	1	3	21

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

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

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

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

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	28	43	50	13	46	51	23		
ELA Learning Gains							36		
ELA Lowest 25th Percentile									
Math Achievement*	10	22	38	0	37	38	16		
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		61	64	6	29	40			
Social Studies Achievement*		60	66	0	43	48			
Middle School Acceleration					46	44			
Graduation Rate		91	89		58	61			
College and Career Acceleration		70	65		60	67			
ELP Progress		40	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	19
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	38
Total Components for the Federal Index	2

2021-22 ESSA Federal Index

Percent Tested	42
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	5
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	19
Total Components for the Federal Index	4
Percent Tested	65
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				

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				

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	28			10								
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	13			0			6	0				
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	23	36		16								
SWD												
ELL												
AMI												
ASN												
BLK				17								
HSP												
MUL												
PAC												
WHT												
FRL												

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our data component that showed the least amount of improvement was recruiting and retaining qualified teachers. We did recruit new teaching staff with out of state credentials for our social studies vacancy but due to circumstances outside of our control needed to part ways with that individual. We were not able to find any qualified teachers for science and high school math. We retained our spirited girls, English and middle grade math teachers. There is a 50% decrease in individuals joining the education field and therefore salaries have become more competitive. Pace is currently 4% lower in salary compared to first year teachers within St. Lucie Public Schools. St. Lucie Public schools has seen an increase in their teaching positions being occupied by career changers and although have minimal vacancies have more positions filled year over year with long term substitutes. This year Pace will shift our focus to identifying individuals with a teaching skillset and help them obtain their certification to try and fill vacancies as soon as possible.

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

We didn't have any data points that declined Year over Year.

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 off our records both ELA and Math test scores show a 28% gap when compared to the state average. 2022-2023 ELA state assessment data shows that only 25% of all middle and high school students scored a 3 or better on the FSA or FAST test compared to the state achievement level of 53.2 (2021-2022) and 2022-2023 Math state assessment data shows that only 20% of all middle and high school students scored a 3 or better on the Algebra EOC or FAST test compared to the state achievement level of 48.4% for 2021-2022.

This shows the need to maintain our focus on improving ELA and Math learning gains. Lack of certified teachers on staff throughout the year contributed significantly to these data results.

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

The data point that showed the most improvement was our population tested. Based off our calculation's percent tested for 2022-2023 was about 87%. This is a 22% increase year over year as data showed 65% of our population tested during the 2021-2022 school year and 51% tested in 2020-2021. We will continue to strive to meet the minimum threshold of 90% tested per state standards. The following interventions were put into place this past year that positively contributed to the improvement of this data point.

1. Pace Staff was trained on testing administration standards and guidelines.
2. Teacher and students met regularly to discuss academic standing and upcoming testing needed.
3. A testing schedule was created and disseminated to staff, parents, and girls at least 2 weeks prior to testing starting.
4. Parent conferences were held for girls who did not attend testing.
5. An extensive incentive plan was put in place for on-time participation.

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

Looking at all of our data our greatest area of concern is our graduation rate. 70% of our junior and senior population have not met their ELA testing requirements for high school graduation. Additionally, 76% have not met their Math testing requirements for high school graduation. This directly correlates with ELA and Math learning gains. It will be imperative to focus on recruitment and retention of teachers so they can work with girls to increase their competency in these areas. Teachers will need to differentiate their instruction, facilitate a standards-based small-group instruction and provide 1:1 targeted instruction to address specific skill deficiencies. Teachers will need to craft and integrate a variety of questions/tasks that provide opportunities to practice standards-based responses: multi-select, analysis of text, evidence-based questions, comparative of two or more texts. On-going professional development opportunities for teachers will help them achieve this task.

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

1. Recruit and Retain Teachers
2. Graduation Rate
3. Math learning gains
4. ELA learning gains
5. Attendance

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We have 5 teachers responsible for the instruction of Math, English, Social Studies, Science, Reading, and Spirited Girls (Health & Life Management course). 2023 data shows that 42% of our teachers have met all certification requirements in English, Spirited Girls & Middle School Math; 58% of our teachers have not met all their FLDOE certification requirements in High School Math, Science & Social Studies.

It is imperative that we continue our efforts to recruit and retain highly qualified teachers, so we are able to build a robust, standards-based academic program that positively impacts the lives of the student population we serve. Therefore, it is our priority to offer individual support to teachers who are not considered highly qualified due to certification according to the FLDOE and provide on-going professional development opportunities for all teaching staff.

Maintaining a positive culture and environment at Pace requires a unique level of supports. Pace staff especially teachers and counselors do not have the same level of opportunities for professional development compared to their peers in the Public-School setting. Additionally, in order to maintain our critical focus on education and achievement, we acknowledge that mental health and wellness are integrally connected to students' success in the classroom and to a thriving school environment. As such State-wide professional learning events, Conferences and Training provided by 3rd party consultants on classroom management, trauma informed practices, restorative practices and motivational interviewing will provide opportunities for professional networking and growth in best practices in education.

Measurable Outcome:

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

Fill current vacancies and increase our qualified teacher percentage from 42% to 100% by the end of the 2023-2024 school year.

90% of instructional and non-instructional staff will have an opportunity to attend and participate in a statewide professional development conference or training. As a result of training staff will increase their knowledge to promote academic and social skill development of youth.

Monitoring:

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

Outcomes will be measured through number of vacancies and an increase of 5 basis points Year over Year on the following questions of our annual staff survey:

1. "There is someone at work who encourages my development."
2. "This last year, I have had opportunities at work to learn and grow."

Person responsible for monitoring outcome:

Maygan Johnson (maygan.johnson@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.)

PLC Model

Staff will be taught interventions to meet students' unique exposures, experiences, developmental, personal and academic needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Pace staff have expressed the need to collaborate with and learn from, other educators across the state of Florida. The topics covered at each of these conferences align with Pace's Program Model to improve academic performance, reduce high-risk behaviors, and help girls at-risk develop skills to lead productive and engaged lives in the community.

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.

Identify Professional Development Opportunities. Ex: Restoring Hope Summit, The Innovative Schools Summit and Challenge Day.

Identify staff to attend conferences.

Identify staff to attend professional development training opportunities.

Person Responsible: Maygan Johnson (maygan.johnson@pacecenter.org)

By When: Professional Learning will be scheduled throughout the year as conference dates are established. PD will be completed by June 30, 2024.

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

2021-2022 ELA state assessment data shows that only 13.4.% of all middle and high school students scored a 3 or better on the FSA. This is significantly below the district achievement level of 48.2% and the state achievement level of 53.2 and shows the need to maintain our focus on improving ELA learning gains.

Measurable Outcome:

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

All middle and high school students will make a 5% increase in their ELA learning gains by May 2024 as measured by their ELA state assessments.

Monitoring:

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

We will monitor progress throughout the year through reviewing FAST assessment scores. We will base our outcome expectations on our 2022-2023 data from fall, winter and spring for each girl.

Person responsible for monitoring outcome:

Christine White (christine.white@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. Teachers collaborate using the the backwards design process. This process is used to create highly engaging, standards-based, cross-curricular projects that are gender responsive, strength based, and provide choice for students.
2. School-wide implementation of evidence-based strategy, Writing Across the Curriculum to promote multiple accessibility to the ELA standards.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Studies show that project-based learning promotes a variety of higher order skills as follows: critical thinking, analytical, interpersonal and intrapersonal communication, research, cooperative learning, and media literacy skills.

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.

1. Increase testing participation
2. Teacher and student will meet monthly for data chats to monitor student's STAR Reading Assessment goals.
3. Teachers will continue to differentiate their instruction, facilitate a standards-based small-group

instruction and provide 1:1 targeted instruction to address specific skill deficiencies.

4. Teachers will craft and integrate a variety of questions/tasks that provide opportunities to practice standards-based responses: multi-select, analysis of text, evidence-based questions, comparative of two or more texts.

5. Teachers participate in weekly Academic Team collaborative professional dialogue focusing on measuring the effectiveness of research-based strategies and interventions to differentiate instruction. Additionally, teachers will create cross-curricular project-based learning experiences for students.

6. Integrate technology to support meaningful, differentiated, standards-based curriculum.

7. Academic Manager will meet with teachers monthly to monitor goals.

8. Teachers will facilitate experiences that simulate the upcoming testing environment.

9. Teachers will actively participate in continuous professional development targeted to instructional mastery.

Person Responsible: Christine White (christine.white@pacecenter.org)

By When: This will be monitored monthly and reviewed in June 2024 against benchmark goals.

#3. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

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

2020-2021 state assessment data shows that only 15.8.% of all middle and high school students scored a 3 or better on the FSA. This is significantly below the district achievement level of 40.2% and the state achievement level of 48.4%. There was no assessment data for 2021-2022 and shows the need to maintain our focus on improving Math learning gains.

Measurable Outcome:

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

All middle and high school students will make a 5% increase in their Math learning gains by May 2024 on their Math state assessments.

Monitoring:

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

We will monitor progress throughout the year through reviewing FAST assessment scores. We will base our outcome expectations on our 2022-2023 data from fall, winter and spring for each girl.

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.)

Teachers collaborate using the backwards design process. This process is used to create highly engaging, standards-based, cross-curricular projects that are gender responsive, strength based, and provide choice for students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Studies show that project-based learning promotes a variety of higher order skills as follows: critical thinking, analytical, interpersonal and intrapersonal communication, research, cooperative learning, and media literacy skills.

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.

1. Increase testing participation
2. Teachers and students will meet monthly for a data chat to monitor students' STAR Math Assessment goals.
3. Teachers will continue to differentiate their instruction, facilitate a standards-based small-group instruction and provide 1:1 targeted instruction to address specific skill deficiencies.

4. Teachers will integrate a variety of questions/tasks that provide opportunities for strategic practice multiple-choice, multi-select, multi-step, word problems (support Writing Across the Curriculum), elaborate responses.
5. Teachers participate in weekly Academic Team collaborative professional dialogue focusing on measuring the effectiveness of research-based strategies and interventions to differentiate instruction. Additionally, teachers will create cross-curricular project-based learning experiences for students.
6. Academic Manager will meet monthly with teachers to monitor goals.
7. Integrate technology to support meaningful, differentiated, standards-based curriculum.
8. Teachers will facilitate experiences that simulate the upcoming testing environment.
9. Teachers will actively participate in continuous professional development targeted to instructional mastery.

Person Responsible: Christine White (christine.white@pacecenter.org)

By When: This will be monitored monthly and reviewed in June 2024 against benchmark goals.

#4. Graduation specifically relating to Graduation**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.

Most girls enrolled have multiple risk factors associated with delinquency, including academic failure, chronic truancy, run away behavior, aggressive or anti-social behavior, substance abuse and family instability/conflict. Many have been unable to complete the high school course requirements and need intensive credit remediation to receive a high school credit diploma and are at risk for dropping out. Senior girls must also receive intensive coaching to enter the workplace and be prepared for independent living and earn a living wage.

The majority of our junior and senior population are not on track to graduate.

65% are currently behind in required credits for high school graduation.

70% have not passed the ELA FAST required for high school graduation.

75% have not passed the Math Assessment required for high school graduation.

Behind, many of our students lack the motivation to come to school and this is reflected in our attendance rate of 52%

To provide assistance to identified high school students, individually and in groups, which includes, but is not limited to, analyzing data to identify students or subgroups with potential high school graduation deficiencies, implementing, and tracking individual high school graduation plans, identifying and resolving barriers to graduation we would like to employ a graduation, career and college readiness coach.

Measurable Outcome:

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

90% of seniors will graduate the 2023-2024 school year.

Monitoring:

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

This will be monitored throughout the year by course completions and state test requirements being met. Ultimately, it will be measured/monitored by the school year graduation rate.

Person responsible for monitoring outcome:

Christine White (christine.white@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.)

Provide intensive, individualized support to students who have fallen off track and face significant challenges to success. (Teir 2)

Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school. (Teir 1)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A graduation and career and college readiness coach can help students who are already off-track by providing individualized support to meet their academic, personal, and emotional needs. They will serve as a student's "go-to person" for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school

year. They can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

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.

Create an MOU with Acceleration Academies & SLPS

Ensure graduation and career and college readiness job position is posted.

Interview, select and train staff member.

Person Responsible: Maygan Johnson (maygan.johnson@pacecenter.org)

By When: By November 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 Executive Director, Academic Manager and Academic Coordinator, reviewed student academic and social services goals; the Executive Director, in coordination with the community stakeholders and the Pace Treasure Coast staff, determined the needs of the center to meet the programmatic goals of Pace Center for Girls. The Executive Director reviewed ESSA evidence and identified strategies and programs that will, when implemented with fidelity, lead to an improvement in academic outcomes for girls.

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 SIP will be provided to parents to review at the time of enrollment and as requested during monthly parent meetings. The SIP will be shared with Board members at their Board Orientation and updates will be communicated at monthly board meetings. School staff will discuss progress of the SIP during weekly and monthly staff meetings and in one-on-one meetings as needed.

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))

Recognizing the impact of interpersonal relationships on girls' development, Pace staff work directly with parents, caregivers and family members to develop effective communication, increase understanding and foster connectedness. Interventions focus on bolstering protective factors that increase the emotional resiliency of parents, improve familial relations to be emotionally supportive, increase family members' understanding of basic child development and parenting skills, improve child/parent bond and trust of one another as well as provide support for families' basic needs. Pace programming applies the risk-need-responsivity approach during the assessment process with all girls and their families, valuing the importance of appropriate intervention matching based on the risk and protective factors identified. This approach works best in preventing girls from being placed deeper in services, reducing the potential negative impact and possible recidivism that may occur when an intervention is disproportionate to a girl's level of risk. Specifically, family therapeutic counseling interventions are provided and focus on the girl and family's needs assessment, interpersonal relationships and family dynamics. Counselors observe how family members interact with one another; evaluate and support resolution of conflicts within the family; assess for behavioral health concerns within the family; provide crisis support as needed during transitional life events; highlight and help the family understand problematic or relational patterns; and help replace dysfunctional behaviors with healthy alternatives. Monthly parental meetings are held to also review girls academic and overall progress.

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 provides daily instruction and individualized education plans taught by certified teachers. Small classes (no more than 1-14), one-on-one guidance and specially tailored education plans help girls realize their full academic potential. Girls can utilize tools such as USA Testprep, Edgenuity and project-based assignments to work towards meeting their academic goals more quickly. Teachers and/or Counselors provide career development skills and prepare girls for required testing such as the FAST/EOC and ACT/SAT by giving them access to bootcamps and teaching them necessary test taking skills. In an effort to strengthen these efforts further we will add a graduation and career and college readiness coach position.

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 benefits from diverse sources of funding including a line-item appropriation in Florida's state budget through the Florida Department of Juvenile Justice and this year will be receiving ESSR funding. Pace has developed critical systems administered by robust compliance/risk, evaluation, financial, advancement, and operational departments to ensure plans are created with fidelity.

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))

Counselors work closely with girls and families to support and address mental health needs. Counselors connect families to outside resources as appropriate. Psychoeducational groups are conducted weekly by an affiliative partner as well as in house counselors. In partnership with Sexual Assault Assistance Program and Ignite Youth Alliance we host community-based mentoring. Biweekly meetings are conducted by counselors to discuss social goals and academic success.

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))

All Girls participate in Spirited Girls!®: The curriculum covers setting goals, addressing career options, maintaining a healthy lifestyle, self-advocacy, coping skills, self-care and so much more. Staff also teach school-to-work readiness skills and link girls directly to community leaders and businesses in the community. Girls also have the opportunity to participate in Pace Girls Leadership Council. This initiative serves to develop leadership skills, self-awareness, advocacy, public speaking, strategic planning, and peer mediation at both the center and state level.

We have partnerships with IRSC, Keiser University and Career Research Coast of the Treasure Coast to name a few. Indian River State College provides career and college readiness opportunities through their Great Exploration Program, summer bootcamps, campus tours and more. Keiser University also provides in-depth campus and program tours. Career Research Coast provides workshops, internship opportunities and more to girls upon graduation.

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).

We provide services that are tailored to the specific developmental and therapeutic needs of girls and typically include components such as the following:

- Focus on relationships: Relationships are used as the basis for personal change. Because of the relational nature of female development, attention is paid to relationships between staff members and clients and between clients and important people in their lives.
- Safety: Physical and emotional safety is essential, given the high rates of trauma and maltreatment in the populations served. Clients must be able to express themselves without fear of harm or reprisal.
- Family involvement: Resolution of family conflict, common in girls' histories, and the development of positive family connections are a critical component of services. Family members are included in decisions and treatment.
- Treatment for abuse and trauma: Individual and group activities focus on acknowledging and responding to interpersonal trauma and maltreatment, more commonly experienced by females than males.
- Strengths-based approach: Rather than concentrating on deficits, staff members actively identify and build on clients' individual strengths to promote their empowerment. Our behavior modification process is in line with PBIS and recognizes girls for their positive achievements.

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))

Teacher retention and recruitment is one of our highest priorities. We currently have several teacher vacancies. To address this there will be job postings on in-deed and other recruiting platforms for all vacancies until they are filled. Teachers' certification status will be monitored by collecting copies of FLDOE teacher certificates for all teachers hired. This will be tracked by our Academic manager and SLPS District Liaison

Retention of quality professional staff is critical to the care we provide to girls and their families. Pace National has 5 Instructional Coaches that make up an Academic Professional Development (PD) team. These coaches support Center Math, Science, Social Studies, Reading, and Exceptional Student Education (ESE) teachers. Additionally, they support teachers with general needs and concerns such as certification, classroom management, project-based learning, universal design for learning, and standards-based instruction.

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))

There are not preschool children in this school.

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: Positive Culture and Environment: Teacher Retention and Recruitment				\$4,592.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	330	5031 - Pace Center For Girls, Treasure Coast	UniSIG	0.0	\$1,980.00
			Notes: Dues/Fees - Registration for summits like Innovative Schools Summit and Restoring Hope Summit. \$800/each (ISS), \$190ea (RHS) , 2 staff			
	6400	311	5031 - Pace Center For Girls, Treasure Coast	UniSIG	0.0	\$1,500.00
			Notes: Professional/Technical Services: Two professional learning sessions all staff (\$750/session)			
	6400	330	5031 - Pace Center For Girls, Treasure Coast	UniSIG	0.0	\$1,000.00
			Notes: Out of County Travel: travel reimbursement (mileage, hotels, meals) for travel to summits and offsite training. 2/3 staff			
	6400	510	5031 - Pace Center For Girls, Treasure Coast	UniSIG	0.0	\$112.00
			Notes: Consumables: Fires in the Middle School Bathroom Book Study. 11.20 per book x 10 staff			
2	III.B.	Area of Focus: Instructional Practice: ELA				\$6,143.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	311	5031 - Pace Center For Girls, Treasure Coast	UniSIG		\$3,360.00

			<i>Notes: Professional Services: push-in intervention support in the ELA classroom. \$80 per hr x 1X per week X 42wks</i>			
	5100	361	5031 - Pace Center For Girls, Treasure Coast	UniSIG		\$500.00
			<i>Notes: Technology-Related Rentals: 1 IXL classroom license for classroom up to 40 students</i>			
	5100	361	5031 - Pace Center For Girls, Treasure Coast	UniSIG		\$500.00
			<i>Notes: Technology-Related Rentals: Reading 180 software platform.</i>			
	5100	510	5031 - Pace Center For Girls, Treasure Coast	UniSIG		\$783.00
			<i>Notes: Consumable supplies: Manipulative sets; chart paper, markers, whiteboard market, poster board, contact paper, copy paper, SAT, and ACT workbooks, study island test prep for remediation/enrichment in core academic classes</i>			
	5100	519	5031 - Pace Center For Girls, Treasure Coast	UniSIG		\$1,000.00
			<i>Notes: Technology-related supplies: headphones for student use with software programs</i>			
3	III.B.	Area of Focus: Instructional Practice: Math				\$4,359.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	311	5031 - Pace Center For Girls, Treasure Coast	UniSIG		\$3,360.00
			<i>Notes: Professional Services: to provide push-in intervention support in the Math classroom. \$80 per hr x 1X per week X 42wks</i>			
	5100	510	5031 - Pace Center For Girls, Treasure Coast	UniSIG		\$783.00
			<i>Notes: Consumable supplies: Manipulative sets; chart paper, markers, whiteboard markets, STEM kits, poster board, contact paper, copy paper, SAT, and ACT workbooks, study island test prep for remediation/enrichment in core academic classes</i>			
	5100	361	5031 - Pace Center For Girls, Treasure Coast	UniSIG		\$216.00
			<i>Notes: Technology-Related Rentals: Kahoots! Online learning subscription</i>			
4	III.B.	Area of Focus: Graduation: Graduation				\$30,762.50
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6120	130	5031 - Pace Center For Girls, Treasure Coast	UniSIG		\$22,257.37
			<i>Notes: Salary of .4 FTE for a graduation coach to provide push-in intervention support for graduation, career & college readiness. Pace will invoice the District for the payroll associated with this employee's resource support hours.</i>			
	6120	220	5031 - Pace Center For Girls, Treasure Coast	UniSIG		\$1,703.45
			<i>Notes: FICA - calculated at 7.65% for certified teacher</i>			
	6120	210	5031 - Pace Center For Girls, Treasure Coast	UniSIG		\$3,201.68
			<i>Notes: Retirement - calculated at 13.57% for certified teacher.</i>			
	6120	231	5031 - Pace Center For Girls, Treasure Coast	UniSIG		\$3,120.00

			Notes: Group insurance - benefit calculated to \$7800 per FTE.			
	6120	240	5031 - Pace Center For Girls, Treasure Coast	UniSIG		\$480.00
			Notes: Workers' Comp - benefit calculated at \$1200 per FTE per.			
Total:						\$45,856.50

Budget Approval

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

Yes