

Pinellas County Schools

PACE CENTER FOR GIRLS



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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

At Pace, we envision a world where all girls and young women are safe, have economic security and an opportunity to use their voice in shaping their future.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dena Hernandez

dena.hernandez@pacecenter.org

Position Title

Executive Director

Job Duties and Responsibilities

Ms. Hernandez is responsible for ensuring the program adheres to DOE, LEA, and DJJ standards. She has complete oversight and administration of Pace Pinellas. She conducts routine self-audits to ensure the center is QA ready. She demonstrates and educates trauma informed programming. She oversees and ensures staff is trained to apply the strength-based approach to programming. She monitors the implementation of social services and academic components in the program. She prepares for and facilitates care review meetings as needed. She oversees the training and supervision of volunteers and ensures their performance meets the needs of the girls served. (Where

applicable and is center specific.) She carries out supervisory responsibilities in accordance with agency policies and applicable law.

Leadership Team Member #2

Employee's Name

Jennifer Barnhart

jennifer.barnhar@pacecenter.orgt

Position Title

Program Director

Job Duties and Responsibilities

Ms. Barnhart is responsible for ensuring the program adheres to DOE, LEA, and DJJ standards. She has complete oversight and administration of PACE Pinellas. She conducts routine self-audits to ensure the center is QA ready. She demonstrates and educates trauma-informed programming. She oversees and ensures staff is trained to apply the strength-based approach to programming. She monitors the implementation of social services and academic components in the program. She prepares for and facilitates care review meetings as needed. She oversees the training and supervision of volunteers and ensures their performance meets the needs of the girls served. (Where applicable and is center specific.) She carries out supervisory responsibilities in accordance with agency policies and applicable law.

Leadership Team Member #3

Employee's Name

Michelle Topping

toppingl@pcsb.org

Position Title

Director EAS

Job Duties and Responsibilities

The Director Of Educational Alternative Services leads and supports the district's in-school and out-of-school alternative education programs. The Director oversees the implementation of these programs and schools, ensuring smooth integration with regular schools and collaboration with external agencies.

Leadership Team Member #4

Employee's Name

Eric McManus

mcmannuse@pcsb.org

Position Title

EAS Administrator

Job Duties and Responsibilities

The Administrator fosters a culture of rigorous learning, belonging, and engagement for staff, students, and families across the school community. The Administrator leads and supports assigned sites and program school teams to enhance school and student outcomes through continuous training, coaching, feedback, and support. By prioritizing instruction, the Administrator effectively balances operational, safety, and policy responsibilities as assigned.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

Annually, Pinellas County Schools and The Department of Juvenile Justice (DJJ) surveys students, parents, and staff. The District and School maintain a website. Three times a year, Educational Alternative Services meet with community partners to address needs and discuss progress.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP goals (areas of focus) will be reviewed and monitored monthly and at mid-year. Data will be collected through walkthroughs to monitor new systems for blended learning, progress monitoring assessments and attendance. Goals will be revised (adjusted) to address any needed action steps revealed during monthly review and the mid-year review.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 6-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
DJJ ACCOUNTABILITY RATING HISTORY	2024-25: COMMENDABLE 2023-24:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment								1	5	6
Absent 10% or more school days								1	6	7
One or more suspensions								0	0	0
Course failure in English Language Arts (ELA)								0	1	1
Course failure in Math								0	1	1
Level 1 on statewide ELA assessment								1	5	6
Level 1 on statewide Math assessment								1	5	6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

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								1	5	6

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								1	5	6
Students retained two or more times							1	4	5	10

Prior Year (2024-25) As Last 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 school days								3	7	10
One or more suspensions									1	1
Course failure in English Language Arts (ELA)								1		1
Course failure in Math									1	1
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							1	5	3	9
Students retained two or more times							1	3	1	5

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 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
	9	10	11	12	
School Enrollment	7	10	10	10	37
Absent 10% or more school days	5	6	5	9	25
One or more suspensions	0	0	0	2	2
Course failure in English Language Arts (ELA)	0	0	0	0	0
Course failure in Math	2	0	0	0	2
Level 1 on statewide ELA assessment	6	4	0	0	10
Level 1 on statewide Algebra assessment	2	0	0	1	3

Current Year (2025-26)

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
	9	10	11	12	
Students with two or more indicators	4	4	1	2	11

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	28	62	59	19	55	55	25	47	50
Grade 3 ELA Achievement									
ELA Learning Gains	31	58	58	42	57	57			
ELA Lowest 25th Percentile		54	56		55	55			
Math Achievement*	23	46	49	9	42	45	17	36	38
Math Learning Gains		45	47		46	47			
Math Lowest 25th Percentile		43	49		41	49			
Science Achievement		73	72		64	68		61	64
Social Studies Achievement*		74	75		70	71		63	66
Graduation Rate		94	92		92	90	40	92	89
Middle School Acceleration									
College and Career Acceleration		69	69		69	67		69	65
Progress of ELLs in Achieving English Language Proficiency (ELP)		50	52		45	49		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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	27%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	82
Total Components for the FPPI	3
Percent Tested	86%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
27%	23%	27%	9%	8%		22%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Economically Disadvantaged Students	34%	Yes	2	

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.

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2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	19%		42%		9%								
White Students	36%				15%								
Economically Disadvantaged Students	23%				8%								

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	25%				17%						40%		

E. 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.

There is no assessment data available for this school.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The 2024–2025 school year marked the first time Pace had validated data components available for assessment. In previous years, too few eligible students were tested to generate meaningful comparative data. In 2024–2025, Pace tested 86% of eligible students, up from 70% the prior year. The data reveals that 50% of students achieved a level 3 or above in Math, with an overall learning gain of 50%. These outcomes can be attributed to several key actions taken by Pace:

- **Dedicated Instruction:** The math teacher's consistency and commitment provided students with stability, clear expectations, and strong relationships, all of which positively influenced engagement and achievement.
- **Hands-On Learning:** Small group skill practice and interactive activities were implemented to deepen understanding and application of math concepts.
- **Targeted Skill Development:** The integration of the IXL math platform into the curriculum offered additional opportunities for individualized practice, reinforcing specific math skills.

Lowest Performance

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

The 2024–2025 school year marked the first time Pace Pinellas had validated data components available for assessment. In previous years, the number of eligible students tested was too small to generate meaningful comparative data. Based on the most recent results, 29% of students achieved a Level 3 or above in English Language Arts (ELA), with an overall learning gain of 38%.

Several key factors contributed to these outcomes:

- The absence of a dedicated Reading Teacher to collaborate with the English Teacher in strengthening students' reading and writing skills.
- Low student attendance and engagement, which directly impacts instructional continuity and academic progress.
- A blended learning model delivered in a single classroom serving girls across multiple grade levels, which presents instructional and differentiation challenges.

To address these challenges and improve ELA outcomes, Pace Pinellas will implement the following strategies:

- Integrate the IXL learning platform into weekly instruction, assessments, and reading-level evaluations to provide personalized, data-driven support.
- Implement small-group reading instruction to deliver targeted interventions based on students' skill levels and learning needs.

These focused efforts aim to increase student engagement, improve foundational literacy skills, and ultimately raise ELA proficiency across all grade levels.

Greatest Decline

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

The 2024–2025 school year marked the first time Pace Pinellas had validated data components available for assessment. In previous years, the number of eligible students tested was too small to generate meaningful comparative data. Based on the most recent results, only 29% of students achieved a Level 3 or above in Science, representing a decline in performance.

This decline can be attributed to several key factors. Most significantly, Pace operated without an on-site certified science teacher for the entire school year, which severely impacted the quality and consistency of instruction. Additionally, the absence of a consistent substitute teacher further disrupted learning continuity. Students also had limited access to hands-on, experiential science activities and relied primarily on Edmentum as their main instructional platform, which limited engagement and conceptual understanding.

To address these challenges and improve Science outcomes, Pace Pinellas will implement the following strategies:

- Hire a certified, on-site science teacher to provide consistent, high-quality instruction and restore subject-area expertise to the classroom.
- Enhance hands-on learning by incorporating more lab-based and project-based science activities that promote engagement and deepen understanding of scientific concepts.
- Supplement digital learning by pairing Edmentum with teacher-led instruction and collaborative group work to reinforce content mastery.
- Provide targeted professional development for staff on effective science instruction in alternative learning environments, ensuring alignment with best practices and student needs.

These strategies are designed to rebuild instructional capacity, increase student engagement, and improve overall performance in Science.

Greatest Gap

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.

The data component with the most significant gap when compared to the state average is ELA proficiency. While the state reports a 59% proficiency rate, our school's score stands only at 28%, highlighting a 31-point gap. Several factors may have contributed to this gap:

- There may be a misalignment between the curriculum delivered at our school and the standards assessed on state exams, leading to ineffective coverage of key concepts.
- A lack of targeted instructional strategies could limit student comprehension and engagement.
- Students may not have adequate access to supplemental academic supports such as tutoring or enrichment programs typically available at traditional schools.
- Socioeconomic challenges in economic instability, food insecurity, and limited parental support can influence academic success.
- Missed instructional time due to high absentee rates can severely impact ELA learning, which often requires consistent, cumulative practice/scaffolding.

EWS Areas of Concern

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

Pace serves students from across the district who meet multiple criteria aligned with Dropout Prevention program guidelines. Our typical student population faces significant challenges related to attendance, academic achievement, and engagement. These barriers often hinder their ability to succeed in traditional educational settings. Based on current population trends at Pace, students identifying as White and those classified as economically disadvantaged represent key areas of concern. These groups consistently demonstrate higher levels of need and are disproportionately affected by the risk factors associated with school disengagement and dropout.

Highest Priorities

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

Pace has identified three highest-priority focus areas to drive student success and overall school improvement:

1. Instructional Practices

Emphasis will be placed on implementing targeted academic interventions that address the diverse learning needs of our students. This includes data-driven instruction, differentiated strategies, and consistent progress monitoring to improve academic achievement.

2. Positive School Climate

Creating a supportive and engaging school environment is essential for improving attendance and student engagement. Strategies will include fostering strong student-teacher relationships, promoting social-emotional learning, and implementing school-wide initiatives that encourage consistent attendance and active participation.

3. Staff Support and Development

Professional Learning and Professional Learning Communities (PLCs) will be strengthened to ensure staff are equipped with the tools, knowledge, and collaborative opportunities needed to support student success. Ongoing professional development will focus on evidence-based practices, trauma-informed approaches, and culturally responsive teaching.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Pace operates multi-grade, multi-course classrooms, which presents unique challenges in monitoring and evaluating instruction aligned to academic benchmarks. Many students require accelerated development of foundational skills to meet the standards of their enrolled courses. To effectively support student progress, staff members need ongoing professional development and targeted support. Additionally, students must build essential independent learning skills, including note-taking, collaboration, and self-management, to succeed in this environment.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2025–2026 school year, Pace will increase student learning gains Mathematics, as measured by state and district cycle assessments. The goal is for at least 80% of students to demonstrate measurable progress in these core areas.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The administrative team will closely monitor student progress using all available district assessments, including formative and summative measures. Particular attention will be given to ensuring that interventions for all Tier 2 and Tier 3 students are implemented with fidelity. In addition, the team will provide ongoing support and actionable feedback to instructional staff, with a focus on promoting explicit, systematic, and sequential instructional approaches across all content areas. This monitoring process will help ensure consistency, effectiveness, and alignment with school-wide improvement goals.

Person responsible for monitoring outcome

Jennifer Barnhart, Jordan Green, Eric McManus

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Ysseldyke, J., Spicuzza, S., Kosciulek, S., Teelucksingh, E., Boys, C., & Lemkuil, A. (2003). Using a curriculum-based instructional management system to enhance math achievement in urban schools. *Journal of Education for Students Placed at Risk*, 8(2), 247-265. The authors reflect that in order to improve teaching and learning, systematic, usable information regarding individual student performance and progress at the classroom level must be available (pg. 247). The system allowed teachers to differentiate instruction based on data. Results reflect a positive effect with students in classrooms implementing the system demonstrating more growth than student in classrooms that did not implement the system (pg. 259).

Rationale:

Recent research has demonstrated the effectiveness of targeted reading interventions in improving literacy outcomes for students in grades 4–9 who experience reading difficulties. The Providing Reading Interventions for Students in Grades 4–9 practice guide, developed by the What Works Clearinghouse (WWC) in collaboration with a panel of experts, synthesizes current research into clear, actionable recommendations for educators. These evidence-based practices support teachers in delivering instruction that meets the diverse needs of struggling readers, focusing on key areas such as word recognition, fluency, vocabulary, and comprehension. In addition to enhancing instructional quality, these recommendations align with the requirements of two federal laws—the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA)—which emphasize the use of evidence-based practices tailored to students' individual needs. By implementing these strategies, Pace aims to ensure that all students receive high-quality, research-informed reading instruction that supports their academic growth and long-term success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Pace program walkthroughs, focused on effective instruction within a blended learning environment.

Person Monitoring:

Jennifer Barnhart and Eric McManus

By When/Frequency:

Monthly walkthroughs by administrative team.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administrative team will closely monitor student progress using all available district assessments, including formative and summative measures. Particular attention will be given to ensuring that interventions for all Tier 2 and Tier 3 students are implemented with fidelity. In addition, the team will provide ongoing support and actionable feedback to instructional staff, with a focus on promoting

explicit, systematic, and sequential instructional approaches across all content areas. This monitoring process will help ensure consistency, effectiveness, and alignment with school-wide improvement goals. Additionally, the administrative team will utilize a walkthrough tool to focus on the five essentials of effective instruction: cognitive engagement, writing to learn, formative assessment and feedback, close reading and annotation strategies, and academic discourse. Monthly site visits are scheduled throughout the year, with feedback provided after each visit. This feedback is used to inform instructional practices and guide data collection for continuous improvement.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

A strategic focus will be placed on strengthening reading instruction to address significant gaps in student proficiency. In Spring 2025, 72% of students assessed through the FAST reading assessment did not score at a proficient level, highlighting an urgent need for targeted intervention. To address this, Pace will ensure equitable use of instructional resources, including access to high-quality supports, school-based professional development, and structured cycles of coaching and feedback. A key priority will be ensuring that all teachers have a clear and comprehensive understanding of the science of reading, enabling them to implement evidence-based practices that support literacy development across all grade levels.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By Spring 2026, **75%** of all Pace students will achieve proficiency in reading, as measured by the FAST grade-level assessment. This outcome reflects the school's commitment to targeted instructional strategies, equitable resource allocation, and ongoing professional development to support literacy growth.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The administrative team will closely monitor student progress using all available district assessments, including formative and summative measures. Particular attention will be given to ensuring that interventions for all Tier 2 and Tier 3 students are implemented with fidelity. In addition, the team will provide ongoing support and actionable feedback to instructional staff, with a focus on promoting

explicit, systematic, and sequential instructional approaches across all content areas. This monitoring process will help ensure consistency, effectiveness, and alignment with school-wide improvement goals.

Person responsible for monitoring outcome

Jennifer Barnhart, Jordan Green, and Eric McManus

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To support literacy development and improve reading proficiency among students in grades 4–9, Pace will implement strategies outlined in the Providing Reading Interventions for Students in Grades 4–9 practice guide published by the Institute of Education Sciences (IES, 2022). This guide offers research-backed recommendations for delivering effective reading interventions, including explicit instruction in word recognition, fluency, vocabulary, and comprehension. The full guide is available at IES Practice Guide. In addition, Pace will incorporate IXL as a supplemental instructional platform to reinforce reading skills through personalized, adaptive practice. IXL will serve as an additional tool to support differentiated instruction and provide targeted skill development aligned with student needs.

Rationale:

Recent research has demonstrated the effectiveness of targeted reading interventions in improving literacy outcomes for students in grades 4–9 who experience reading difficulties. The Providing Reading Interventions for Students in Grades 4–9 practice guide, developed by the What Works Clearinghouse (WWC) in collaboration with a panel of experts, synthesizes current research into clear, actionable recommendations for educators. These evidence-based practices support teachers in delivering instruction that meets the diverse needs of struggling readers, focusing on key areas such as word recognition, fluency, vocabulary, and comprehension. In addition to enhancing instructional quality, these recommendations align with the requirements of two federal laws—the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA)—which emphasize the use of evidence-based practices tailored to students' individual needs. By implementing these strategies, Pace aims to ensure that all students receive high-quality, research-informed reading instruction that supports their academic growth and long-term success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Ensure teachers have a clear understanding of the B.E.S.T. ELA standards by grade level.

Person Monitoring:

Jennifer Barnhart, Jordan Green, Eric McManus

By When/Frequency:

Weekly through PLC's throughout the year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administrative team will closely monitor student progress using all available district assessments, including formative and summative measures. Particular attention will be given to ensuring that interventions for all Tier 2 and Tier 3 students are implemented with fidelity. In addition, the team will provide ongoing support and actionable feedback to instructional staff, with a focus on promoting explicit, systematic, and sequential instructional approaches across all content areas. This monitoring process will help ensure consistency, effectiveness, and alignment with school-wide improvement goals. Additionally, the administrative team will utilize a walkthrough tool to focus on the five essentials of effective instruction: cognitive engagement, writing to learn, formative assessment and feedback, close reading and annotation strategies, and academic discourse. Monthly site visits are scheduled throughout the year, with feedback provided after each visit. This feedback is used to inform instructional practices and guide data collection for continuous improvement.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

A strategic focus will be placed on strengthening reading instruction to address significant gaps in student proficiency. In Spring 2025, 72% of students assessed through the FAST reading assessment did not score at a proficient level, highlighting an urgent need for targeted intervention. To address this, Pace will ensure equitable use of instructional resources, including access to high-quality supports, school-based professional development, and structured cycles of coaching and feedback. A key priority will be ensuring that all teachers have a clear and comprehensive understanding of the science of reading, enabling them to implement evidence-based practices that support literacy development across all grade levels. Additionally, Pace operates multi-grade, multi-course classrooms, which presents unique challenges in monitoring and evaluating instruction aligned to academic benchmarks. Many students require accelerated development of foundational skills to meet the standards of their enrolled courses. To effectively support student progress, staff members need ongoing professional development and targeted support. Additionally, students must build essential independent learning skills, including note-taking, collaboration, and self-management, to succeed in this environment.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By Spring 2026, **75%** of all Pace students will achieve proficiency in science, as measured by the FAST grade-level assessment. This outcome reflects the school's commitment to targeted instructional strategies, equitable resource allocation, and ongoing professional development to support literacy growth.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The administrative team will closely monitor student progress using all available district assessments, including formative and summative measures. Particular attention will be given to ensuring that interventions for all Tier 2 and Tier 3 students are implemented with fidelity. In addition, the team will provide ongoing support and actionable feedback to instructional staff, with a focus on promoting explicit, systematic, and sequential instructional approaches across all content areas. This monitoring process will help ensure consistency, effectiveness, and alignment with school-wide improvement goals.

Person responsible for monitoring outcome

Jennifer Barnhart, Jordan Green, Eric McManus

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Ysseldyke, J., Spicuzza, S., Kosciulek, S., Teelucksingh, E., Boys, C., & Lemkuil, A. (2003). Using a curriculum-based instructional management system to enhance math achievement in urban schools. *Journal of Education for Students Placed at Risk*, 8(2), 247-265. The authors reflect that in order to improve teaching and learning, systematic, usable information regarding individual student performance and progress at the classroom level must be available (pg. 247). The system allowed teachers to differentiate instruction based on data. Results reflect a positive effect with students in classrooms implementing the system demonstrating more growth than student in classrooms that did not implement the system (pg. 259).

Rationale:

Recent research has demonstrated the effectiveness of targeted reading interventions in improving literacy outcomes for students in grades 4–9 who experience reading difficulties. The *Providing Reading Interventions for Students in Grades 4–9* practice guide, developed by the What Works Clearinghouse (WWC) in collaboration with a panel of experts, synthesizes current research into

clear, actionable recommendations for educators. These evidence-based practices support teachers in delivering instruction that meets the diverse needs of struggling readers, focusing on key areas such as word recognition, fluency, vocabulary, and comprehension. In addition to enhancing instructional quality, these recommendations align with the requirements of two federal laws—the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA)—which emphasize the use of evidence-based practices tailored to students' individual needs. By implementing these strategies, Pace aims to ensure that all students receive high-quality, research-informed reading instruction that supports their academic growth and long-term success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Ensure teachers have a clear understanding of the B.E.S.T. Science standards by grade level.

Person Monitoring:

Jennifer Barnhart, Jordan Green, Eric McManus

By When/Frequency:

Weekly through PLC's throughout the year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administrative team will closely monitor student progress using all available district assessments, including formative and summative measures. Particular attention will be given to ensuring that interventions for all Tier 2 and Tier 3 students are implemented with fidelity. In addition, the team will provide ongoing support and actionable feedback to instructional staff, with a focus on promoting explicit, systematic, and sequential instructional approaches across all content areas. This monitoring process will help ensure consistency, effectiveness, and alignment with school-wide improvement goals. Additionally, the administrative team will utilize a walkthrough tool to focus on the five essentials of effective instruction: cognitive engagement, writing to learn, formative assessment and feedback, close reading and annotation strategies, and academic discourse. Monthly site visits are scheduled throughout the year, with feedback provided after each visit. This feedback is used to inform instructional practices and guide data collection for continuous improvement.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

A strategic focus will be placed on strengthening reading instruction to address significant gaps in student proficiency. In Spring 2025, 50% of students assessed through the FAST reading assessment

did not score at a proficient level, highlighting an urgent need for targeted intervention. To address this, Pace will ensure equitable use of instructional resources, including access to high-quality supports, school-based professional development, and structured cycles of coaching and feedback. A key priority will be ensuring that all teachers have a clear and comprehensive understanding of the science of reading, enabling them to implement evidence-based practices that support literacy development across all grade levels. Additionally, Pace operates multi-grade, multi-course classrooms, which presents unique challenges in monitoring and evaluating instruction aligned to academic benchmarks. Many students require accelerated development of foundational skills to meet the standards of their enrolled courses. To effectively support student progress, staff members need ongoing professional development and targeted support. Additionally, students must build essential independent learning skills, including note-taking, collaboration, and self-management, to succeed in this environment.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By Spring 2026, **75%** of all Pace students will achieve proficiency in social studies, as measured by the FAST grade-level assessment. This outcome reflects the school's commitment to targeted instructional strategies, equitable resource allocation, and ongoing professional development to support literacy growth.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The administrative team will closely monitor student progress using all available district assessments, including formative and summative measures. Particular attention will be given to ensuring that interventions for all Tier 2 and Tier 3 students are implemented with fidelity. In addition, the team will provide ongoing support and actionable feedback to instructional staff, with a focus on promoting explicit, systematic, and sequential instructional approaches across all content areas. This monitoring process will help ensure consistency, effectiveness, and alignment with school-wide improvement goals.

Person responsible for monitoring outcome

Jennifer Barnhart, Jordan Green, Eric McManus

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Ysseldyke, J., Spicuzza, J., Kosciulek, S., Teelucksingh, E., Boys, C., & Lemkuil, A. (2003). Using a curriculum-based instructional management system to enhance math achievement in urban schools. *Journal of Education for Students Placed at Risk*, 8(2), 247-265. The authors reflect that in order to improve teaching and learning, systematic, usable information regarding individual student performance and progress at the classroom level must be available (pg. 247). The system allowed teachers to differentiate instruction based on data. Results reflect a positive effect with students in classrooms implementing the system demonstrating more growth than student in classrooms that did not implement the system (pg. 259).

Rationale:

Recent research has demonstrated the effectiveness of targeted reading interventions in improving literacy outcomes for students in grades 4–9 who experience reading difficulties. The *Providing Reading Interventions for Students in Grades 4–9* practice guide, developed by the What Works Clearinghouse (WWC) in collaboration with a panel of experts, synthesizes current research into clear, actionable recommendations for educators. These evidence-based practices support teachers in delivering instruction that meets the diverse needs of struggling readers, focusing on key areas such as word recognition, fluency, vocabulary, and comprehension. In addition to enhancing instructional quality, these recommendations align with the requirements of two federal laws—the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA)—which emphasize the use of evidence-based practices tailored to students' individual needs. By implementing these strategies, Pace aims to ensure that all students receive high-quality, research-informed reading instruction that supports their academic growth and long-term success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Ensure teachers have a clear understanding of the B.E.S.T. Social Studies standards by grade level.

Person Monitoring:

Jennifer Barnhart, Jordan Green, Eric McManus

By When/Frequency:

Weekly through PLC's throughout the year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administrative team will closely monitor student progress using all available district assessments, including formative and summative measures. Particular attention will be given to ensuring that interventions for all Tier 2 and Tier 3 students are implemented with fidelity. In addition, the team will provide ongoing support and actionable feedback to instructional staff, with a focus on promoting explicit, systematic, and sequential instructional approaches across all content areas. This monitoring process will help ensure consistency, effectiveness, and alignment with school-wide improvement

goals. Additionally, the administrative team will utilize a walkthrough tool to focus on the five essentials of effective instruction: cognitive engagement, writing to learn, formative assessment and feedback, close reading and annotation strategies, and academic discourse. Monthly site visits are scheduled throughout the year, with feedback provided after each visit. This feedback is used to inform instructional practices and guide data collection for continuous improvement.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Pace students continue to face persistent challenges with school attendance and engagement. To address these concerns, we will enhance our Positive Behavioral Interventions and Supports (PBIS) initiatives to strengthen school culture and foster deeper student connections. Additionally, Pace will implement individualized attendance success plans, explore strategies to reduce transportation barriers, and provide community referrals to address family needs and alleviate household stressors that impact student participation.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Throughout the 2025–2026 school year, Pace will collaborate closely with PCS Social Workers and the Child Study Team (CST) to identify and address barriers to attendance and enhance student engagement. Our goal is to achieve an Average Daily Attendance (ADA) rate of 80%. Progress will be monitored through improved attendance records, documentation from CST meetings, satisfaction surveys, and gains in academic performance, as evidenced by course completions and assessment outcomes.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The administrative team will conduct monthly reviews of attendance reports to inform Child Study Team (CST) meetings. Attendance trends and documented reasons will be recorded in Focus, along with all interventions implemented to address identified barriers. This information will be shared with PCS staff to facilitate the engagement of additional community resources.

To assess stakeholder satisfaction, annual surveys will be distributed via email to students, staff, and families. Additionally, at the end of each semester, the Administrative and School-Based Leadership Teams will review student course completions and academic assessment results to evaluate progress toward academic goals and inform future planning.

Person responsible for monitoring outcome

Jennifer Barnhart and Michelle Pool

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Tier 1: Schoolwide awareness campaigns, daily greetings, positive reinforcement through incentives, and individualized attendance success plans. Tier 2: Targeted supports including mentorship, parent conferences, and daily attendance phone calls. Tier 3: Intensive wrap-around services such as counseling, community partnerships (e.g., Teen/Tuancy Court), and home visits conducted by program and district social workers. Additionally, PACE will actively involve students and guardians in identifying attendance barriers and developing solutions. This includes providing flexible support, addressing hidden barriers such as transportation challenges, trauma, and lack of engagement, fostering peer recognition for consistent attendance, encouraging participation in center field trips, and offering center-based incentives. Collaboration with community partners will further strengthen these efforts.

Rationale:

Research from organizations such as Attendance Works, Johns Hopkins University, and the American Institutes for Research (AIR) demonstrates that targeted approaches—such as tiered support systems, mentorship, and personalized outreach—can significantly improve student attendance. With attendance rates currently below standard benchmarks, implementing structured interventions allows schools to deploy resources strategically, reduce trial-and-error efforts, and intervene earlier. Evidence-based strategies emphasize not only student accountability but also the identification of systemic barriers—such as trauma, family instability, or cultural disconnect—that impact attendance. Addressing these underlying issues helps restore students' sense of belonging and motivation to attend school. Rather than relying on quick fixes, research-supported models advocate for continuous monitoring, adaptive supports, and long-term engagement, ultimately leading to more sustainable improvements in attendance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Engaging Students and Families Through Surveys

Person Monitoring:

Jennifer Barnhart and Michelle Pool

By When/Frequency:

October 2025 - May 2026/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Pace will proactively identify hidden barriers that may impact student engagement and achievement, such as transportation challenges, trauma, and lack of connection to school. This will be accomplished through student and family surveys, staff observations, and data analysis. Once identified, these barriers will inform targeted supports and interventions. In parallel, the school will address overt barriers—including mental health concerns, food insecurity, clothing, and hygiene needs—through collaboration with community partners. By leveraging external resources and wraparound services, Pace will ensure that students' basic needs are met, creating a foundation for improved attendance, engagement, and academic performance.

Action Step #2

Positive Reinforcement Through Incentive Programs

Person Monitoring:

Jennifer Barnhart and Michelle Pool

By When/Frequency:

September 2025 - May 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Pace will implement a structured incentive program designed to motivate and recognize students for positive behaviors, academic achievement, consistent attendance, and active engagement. Incentives will be tailored to student interests and may include tangible rewards, recognition events, and privileges that reinforce desired behaviors. The program will be data-informed and inclusive, ensuring all students have equitable opportunities to participate and succeed. Staff will regularly monitor student progress and participation, using the incentive system as a tool to build a positive school culture and encourage continuous improvement.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

- **Annual Title I Meeting:** Held in the fall, this meeting provides an overview of Title I services, SIP goals, and the school's budget priorities. Families will receive printed materials and a presentation in family-friendly language.
- **Parent Newsletters and Flyers:** Monthly calendar of events and targeted flyers (printed and digital) will summarize SIP progress, highlight action steps, and provide updates in plain language.
- **Parent and Community Resource Station:** Located in the front office, this station will include hard copies of the SIP, the PFEP, and information in multiple languages as needed.
- **Conferences and Workshops:** SIP goals will be referenced during in-person parent/student meetings held in December and April and academic events to help families connect schoolwide strategies to their child's academic plan.

All communication will be offered, to the extent practicable, in a language that parents can understand using translation services or bilingual staff members.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

- **Offering Parent Workshops and Academic Coaching:** Families attend workshops during scheduled academic and social events to learn how to support academic skills at home. New this year is our Academic Coaching Program for targeted home learning support.
- **Providing Mental Health and Wellness Events:** Workshops and resources help families understand and respond to students' emotional and behavioral needs. Center also utilizes community guest speakers targeted at specific mental health and wellness topics relevant to Pace population.
- **Sharing Monthly Communications:** Community resources, school events calendar, and academic tips will be shared in digestible formats via printed flyers, parent email communications, and school's Facebook and Instagram pages.
- **Leveraging Technology for Communication:** Families stay informed through the school website, phone calls, texts, printed and digital flyers, and in person meetings. All communication is shared via parent email and flyers sent home for those who cannot attend events.
- **Hosting the Annual Title I Meeting and FAST Family Nights:** Families receive information about curriculum, FAST assessments, and proficiency expectations, with opportunities for questions and feedback. Keep this
- **Ensuring Access for All:** Translation services, flexible scheduling, and accommodations help ensure full participation for families of all backgrounds. Keep this

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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- **Priority Focus Areas:** As identified in Part II of the SIP, our priorities are strengthening core instruction, implementing targeted interventions, and improving Tier 1 practices in ELA and Math.
 - **Extended Learning Time:** IXL learning platforms are provided in Reading and Math to help close learning gaps and deepen understanding. Forty percent of learning will be provided through direct instruction and will be directly related to Edmentum course work and the Florida State Standards.
 - **Small Group Instruction:** Every classroom dedicates time daily for small group reading and math instruction based on formative data, ensuring differentiation for all learners.
 - **Professional Development:** Staff receive ongoing training in standards-aligned instruction,

AVID strategies, and trauma-informed teaching to improve instructional quality.

- **Academic Celebrations:** We regularly celebrate student growth through honor roll recognition, academic assemblies, and classroom shoutouts to build motivation and confidence.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

-
- **Federal Programs:** Title I funds support full-day programming for ZSpace, school supplies, student technology, and supplemental materials.
 - **Student Services and Mental Health Programs:** We employ three on-site mental health counselors to address student well-being in real time. We also partner with community mental health agencies to provide time and space for students to engage in therapeutic services on-site. Additionally, we provide families with applicable community referrals.
 - **Community Partners:** Organizations like Kind Mouse and the Beth Dillinger Foundation provide food, hygiene products, and clothing to ensure families basic needs are met. Pace also provides referrals to clothing and food banks, free or reduced cost health care, and housing.
 - **Violence Prevention and PBIS:** Our local CASA organization provides psycho-educational groups throughout the year, focused on conflict resolution and reduction of violence. Group curriculum aligns with our mission and the 9 Guiding Principles supported by Pace National Office. Center events, guest speakers, and center student success plans support teachings of productive decision-making, building healthy relationships, and effective communication skills.
 - **Nutrition Programs:** We coordinate with the district's Food and Nutrition Department to ensure all students receive breakfast and lunch at no cost.
 - **Career Readiness and College Awareness:** Our Transition Counselor works daily with our Junior and Seniors exploring career interests, engaging in field trips to community Tech Schools, Community Colleges, or Universities related to career interests, and conducting small psycho-education groups on career readiness, interviewing skills, and resume building.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Pace employs three on-site mental health counselors who develop individualized treatment plans tailored to each girl on their caseload. These plans are addressed through biweekly sessions and formally reviewed every six months to ensure progress and alignment with each student's evolving needs. Beyond direct therapeutic support, counselors work closely with the Academic Team to provide motivation, encouragement, and in-class guidance, helping students stay engaged and supported in their learning environment. Counselors also collaborate with external therapeutic providers to ensure continuity of care and a comprehensive approach to mental health. Additionally, they connect students and their families with critical community resources, including housing assistance, food banks, reduced-cost medical care, clothing, and hygiene products. This holistic model ensures that each girl receives the emotional, academic, and practical support necessary for her overall well-being and success.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Pace employs a dedicated Transition Counselor who supports girls as they prepare to enter postsecondary environments. This counselor facilitates small psycho-educational groups focused on career readiness, covering topics such as interviewing skills, resume writing, financial aid, and pathways to technical programs, community colleges, and universities. Girls also gain real-world exposure through career-specific field trips, guest speakers, and career fairs. In collaboration with the PCS Guidance Counselor, the Transition Counselor assists girls pursuing their GED by providing access to GED preparation courses, practice tests, and testing opportunities. Additionally, Pace partners with the FLVS Flex program, offering girls the chance to earn alternative education credits while enrolled at Pace.

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Pace implements the Pinellas County Schools Discipline Tier Model in combination with the Pace Growth and Change Behavioral Modification Model to effectively address behavioral challenges. Early interventions—such as mentoring, counseling, and individualized behavior success plans—are integrated into each girl's daily experience. Point cards are used to provide real-time feedback, helping girls track their progress and make adjustments throughout the day. Monthly Growth and Change ceremonies celebrate each girl's social and emotional progress, while leveling up within the model offers additional incentives and privileges. Behavioral consequences are progressive and strength-based, empowering girls to use their personal strengths as a pathway to meaningful change.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Pace's academic staff participate in annual professional development focused on behavioral management, classroom structure, restorative practices, lesson planning, and the application of state standards. To support staff retention and well-being, Pace offers competitive salaries, comprehensive benefits packages, and an additional four weeks of leave. Class sizes are intentionally limited, ensuring individualized attention for students, and teachers benefit from ongoing support provided by the Pinellas County School District. Additionally, educators have access to a variety of instructional platforms—including DIFFIT, CLEVER, and EDMENTUM—which assist in developing engaging, standards-aligned lesson plans and curriculum.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

NA

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Pace engages in collaborative planning meetings with district personnel at least quarterly to review and evaluate current resources in relation to our school improvement goals. These meetings include representatives from curriculum and student services and focus on the effectiveness of resource allocation. Key discussion areas include staffing, instructional materials, professional development opportunities, and wraparound supports to ensure alignment with student needs and program objectives.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Pace implements a Positive Behavioral Interventions and Supports (PBIS) framework to foster a supportive school culture and improve student attendance. The initiative includes resources for attendance incentives, student rewards, and classroom celebrations. In response to ongoing attendance challenges, the program emphasizes culture-building strategies that normalize and positively reinforce consistent participation. The campaign will launch in September, at which point incentive tracking will begin. Monthly recognition events will be held to celebrate student engagement and progress, reinforcing the importance of regular attendance and active involvement in school life.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00