Marion County Public Schools

PACE CENTER FOR GIRLS, INC.

Your opinion matters!

Click here to let us know your thoughts about our Schoolwide Improvement Plan and Parent and Family Engagement Plan.

Click here to let us know your thoughts about the District Title I Parent and Family Engagement Plan.

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Marion County School Board.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

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

A world where all girls and young women have POWER in a JUST and EQUITABLE society.

B. School Leadership Team

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
Laura Burgess

Position Title
Program Director

Job Duties and Responsibilities

Oversee all of the academic and social services function at the site including the Title 1 budgeting and implementation. Write the school improvement plan, plan employee professional development, evaluate staff, maintain compliance with various entities involved at Pace Center for Girls including MCPS, DJJ, Pace National Office, and local Pace Board.

Leadership Team Member #2

Employee's Name
Lakesha Coyler

Position Title
Academic Coordinator

Job Duties and Responsibilities

Assist in the development of the Title 1 plan including inventory of deliverables, run academic support

meetings to discuss student progress. Address compliance issues if they arise within the plan.

Leadership Team Member #3

Employee's Name
Adrienne Youmans

Position Title
Student Services Manager

Job Duties and Responsibilities

The student services manager oversees the counseling department of the school. She also works with the public to foster admissions and monitors the girls for their entire stay at Pace.

C. Stakeholder Involvement and Monitoring

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. *(ESEA 1114(b)(2))*

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

Pace counselors, teachers, director, manager, and coordinator have ongoing conversation regarding the progress of the students twice weekly. Staff that do not have access to the testing portals are kept informed during weekly student progress meetings. Pace has taken feedback from monthly contacts (conferences) and previous parent/family nights into consideration. Pace will continue to gather parent feedback from individual monthly contracts (conferences) and previous parent/family nights into consideration. Pace will also gather parent and student feedback from quarterly parent nights scheduled during the 2024-25 school year. As well as student feedback (i.e. student academic and vocational goals) into consideration when creating the school improvement plan. Business and community leaders on the Board at Pace have also provided feedback taking into consideration in the development of the School Improvement Plan.

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. *(ESEA 1114(b)(3))*

The SIP will be monitored by assessing the students using the STAR every other month at which time the staff will analyze the data, adjust the plan to address skill gaps, and implement the plan in a Plan, Do, Act cycle. All content area teachers will use anecdotal data and classroom test/quiz data regarding reading to determine if the student skills are improving regarding working towards the State's academic standards. Quarterly progress monitoring will occur with the coordinator for Alternative Learning and the Sr. Executive Director for Student Pathways. Adjustments may be made based on the quarterly progress monitoring as needed.

D. Demographic Data

2024-25 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**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**68.4%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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	**2023-24:** **2022-23: ACCEPTABLE**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days							3	6	11	20
One or more suspensions							0	0	0	0
Course failure in English Language Arts (ELA)							5	2	7	14
Course failure in Math							0	5	3	8
Level 1 on statewide ELA assessment							0	6	5	11
Level 1 on statewide Math assessment							1	6	6	13
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, 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 2024-25

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	3	4	8

Current Year 2024-25

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								2	8	10
Students retained two or more times								1	6	7

Prior Year (2023-24) 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							2			2
One or more suspensions										0
Course failure in ELA							5	3		8
Course failure in Math							5	3		8
Level 1 on statewide ELA assessment							4	1	5	10
Level 1 on statewide Math assessment							3	1	6	10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										10

Prior Year (2023-24) 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								6	6	12

Prior Year (2023-24) 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									2	2
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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	
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

Current Year (2024-25)

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					0

Current Year (2024-25)

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

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

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.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	19	50	55		44	50		46	51
ELA Grade 3 Achievement **									
ELA Learning Gains	50	55	57						
ELA Learning Gains Lowest 25%		54	55						
Math Achievement *	0	35	45		32	38		38	38
Math Learning Gains		42	47						
Math Learning Gains Lowest 25%		44	49						
Science Achievement *		61	68		59	64		31	40
Social Studies Achievement *		67	71		67	66		41	48
Graduation Rate		80	90		86	89		54	61
Middle School Acceleration								41	44
College and Career Readiness		68	67		63	65		67	67
ELP Progress		51	49		46	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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	23%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	69
Total Components for the FPPI	3
Percent Tested	66%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
23%			9%		10%	5%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	20%	Yes	1	1

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%

No ESSA data found for this school and year

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%

No ESSA data found for this school and year

D. 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)

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%		50%	0%									
Economically Disadvantaged Students	23%		36%	0%									

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?

Improvement was made in our ELA scores for our students in the lower 25% in grades 6-8. We were able to hire and retain a highly qualified teacher that offered differentiated instruction to our students in January 2024.

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

Pace had no students score proficient on the State Science exam 8 level 1 and 3 level 2. Past Science scores have not had this low of an outcome. The teacher was a new teacher and left at the end of the school year. Also, the teacher struggled with teaching multi sub-subjects within the classroom.

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

Math for our students in the lower 25% showed a decline from the prior year. At mid-year a full time teacher was hired, prior to that students did not have teachers with correct licensure.

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 lower 25% of students in Reading and in Math are below state average. This could be due to the inability to recruit and retain teachers. This year we were able to hire two teachers' mid-year that are highly capable and talented. We are still in need of a science teacher.

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

To participate in the Pace program a girl must exhibit a single risk factor in one or more of the following domains: truancy, academic achievement, a history of abuse of any type, neglect, and parent separation or divorce including incarceration. As a result of the establishing factors for

acceptance into the Pace program truancy and academic achievement will be our areas of concern for the 2024-2025 school year.

Highest Priorities

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

Truancy - offering a center wide positive reward system for students who attend school on a regular basis. Staff acquisition and retention, retaining qualified staff is essential to reducing fatigue in existing staff. Addressing students in the lower 25% in reading and math.

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 ELA

Area of Focus Description and Rationale

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

Reading skills impact multiple areas of curriculum including math, social studies, and science as content area reading is essential for success in these areas. Pace will emphasize the utilization of word roots, prefixes, and suffixes to assist students in understanding content level vocabulary.

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.

Fifteen percent of students within our lower 25% will increase their scores in ELA through increased center-wide awareness of content area vocabulary.

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.

Data in the area of vocabulary will be pulled from PM1 and PM2 and will be disaggregated to extract vocabulary outcomes. These outcomes will be monitored for continuous improvement. Reading proficiency will also be measured by the STAR assessment which is given several times throughout the year.

Person responsible for monitoring outcome

Lakesha Colyer, Academic Coordinator lakesha.colyer@pacecenter.org

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Pace will use the prefixes, suffixes and root words offered in the BEST standards guide beginning on page 200-203. Each week a prefix and suffix will be highlighted in every class and posted throughout

the center.

Rationale:

Presently Pace has a non-proficiency rate of 92% on the ELA vocabulary area of the FAST assessment. Increasing vocabulary instruction will cause improvements in reading comprehension and overall reading skills, Hattie' Index of Teaching and Learning Strategies: 39 Effect Sizes in Ascending Order. Vocabulary will be taught in every content area to increase a fluid instruction practice.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Increase attendance

Person Monitoring:	**By When/Frequency:**
Adrienne Youmans	Weekly
Adrienne.youmans@pacecenter.org	

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

A center-wide approach will be used to track each student's daily attendance. A phone call will be made daily if a student is not present. After 5 days a counselor or other member from the center will provide a home visit. Incentives will be created by the girls to provide positive opportunities within the school day. Student's will be celebrated daily and weekly for attendance.

Area of Focus #2

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

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

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

Presently Pace has an attendance rate of 66%. Attendance has a tremendous impact on a student's achievement level in school. Providing training and in-service opportunities for faculty and staff in building relationships with students will increase the student's desire to attend school. Hattie's emphasis on Teacher-student relationships will be at the center of staff development. Students will also be offered a multi-step positive reinforcement center wide plan that every member of the organization promotes. Hattie's concept of the development of progress building will be the focus of the professional development.

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.

Presently pace has an attendance rate of 66%. Pace will have a 5% increase in attendance rates as a result of ongoing measures to build relationships with students and celebrate attendance.

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.

Daily attendance will be taken through Skyward and Impacts software programs. The leadership team will discuss the results weekly at the team meeting. Pace has care review meetings weekly where all teachers and counselors discuss every student at the center including attendance rates.

Person responsible for monitoring outcome
Adrienne Youmans, Student Services Manager

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Pace will offer a multi-tiered approach to bolster attendance through teacher in-service on building relationships and a school wide effort to celebrate attendance for each girl.

Rationale:
According to Attendance Works it is confirmed that students "can't benefit from investments in high quality instruction and engaging curriculum unless they are present and engaged".

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Tiered Intervention Attendance Strategy

Person Monitoring:	**By When/Frequency:**
Adrienne Youmans	Weekly

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

step:
The school will monitor daily attendance and develop a multi-tiered attendance strategy. Attendance data will be viewed for each individual student. That student will be tracked daily. Home visits will occur for girls with high absenteeism. A school wide positive reward system will be put in place to celebrate high attendance rates.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

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 teacher retention lagged over the last several years. Through positive representation of the program within the community and our local system a new vision of success will emerge thus acquiring new teachers to Pace.   Pace also has a recruiter and academic coaches to help retain teachers.

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.

At the close of the 22-23 school year there were two teachers. At the close of the 23-24 school year we have eight certified teachers. It is our goal to have increased census which will require ten employees.

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.

Creating classrooms with licensed teachers will increase our overall data and also help to form safe relationships with the girls.

Person responsible for monitoring outcome

Laura Burgess Laura.burgess@pacecenter.org

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Pace's administration will provide teachers with the autonomy to differentiate instruction for each individual student. Using Tomlinson's effective differentiation strategies teachers will work within the confines of the student's learning style.

Rationale:
Providing teachers the ability to have control over their environment within the confines of teaching the standards will empower them to have autonomy in their classrooms. The efforts to change the perception of the Pace program will add a sense of urgency to the program where Pace can have choice in the students they admit.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

Action Step #1
Retaining qualified talent through autonomy.

Person Monitoring:	**By When/Frequency:**
Laura Burgess	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Pace has in the past had difficulty retaining teachers. Through autonomy and ongoing administrative support in the form of frequent feedback, training opportunities, quality materials, technology, and one on one meetings teachers will stay and become a strong component of Pace's culture.

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 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. (ESEA 1114(b)(4))

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

Parents will be invited to a Title family night in fall 2024 to explain the SIP. The SIP will be available upon request from Pace, and available to access online at the website for Florida Continuous Improvement Management Systems website at https://cims2.floridacims.org.

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Pace will hold 4 family nights to invite families into the Center to showcase reading strategies parents can do at home to support student growth in reading and to learn about the SIP and progress towards the SIP.   Parents and families will be invited to the growth and change ceremonies with the students throughout the year where the mission and vision of Pace is stated and reinforced through the ceremony. Parents will engage in monthly contacts with Pace counselors to learn about progress in social emotional learning and academic progress of their student. The SAC will meet including community stakeholders monthly throughout the school year to support the school's mission and vision.

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. (ESEA Section 1114(b)(7)ii)

Pace will place a priority on staff retention to ensure teachers are consistent and students have access to high quality instruction. This includes the academic coordinator, the social services manager, and the program director assisting in teacher coaching and continued support academically and emotionally. Pace will use the plan, do, check, act process to continuously monitor growth patterns in all areas of the program.

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 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Supporting student's social-emotional development and academic success as well as truancy gains will work cohesively with the guidelines from the Department of Juvenile Justice's prevention programs.

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. (ESEA 1114(b)(7)(iii)(I))

Pace operates with internal compliance requirements from the Pace National Office and the Department of Juvenile Justice that requires at least biweekly meetings with a student's counselor, girls have daily access to meet with their counselor as well. Each girl meets biweekly with their academic advisor to discuss progress on academic and vocational goals. Information from these sessions is reported monthly to parents.

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. (ESEA 1114(b)(7)(iii)(II))

Students at Pace have an annual vocational goal. The vocational goal includes a career exploration component, research into the career, and required education. When a student transitions from Pace the girl will meet with a counselor and academic advisor to ensure she has a long-term goal created and understands her "roadmap" to accomplishing her long term goal including post-secondary education.

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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

Pace provides a universal (tier 1) level system for all girls in that they progress through seven stages ranging from recognizing the opportunity to grow and change all the way to empowering others to grow and change. Tier one also includes bi-weekly 1:1 meetings with a counselor and academic advisor. Tier 2 includes reflection opportunities, more frequent 1:1 meetings from counselors and individual opportunities. Tier 3 includes reflection opportunities, contract opportunities, and frequent 1:1 meetings with a counselor and academic advisor. Tier 3 might also include a behavior response plan for the staff in order to reduce or extinguish the interfering behavior.

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. (ESEA section 11149b)(7)(iii(V)).

Teachers are recruited on competitive pay scale, rigorous interview process, and with proper teaching certification. Staff retention includes consistent formal coaching cycles with the academic coordinator as well as access to Pace's professional development and coaching assistance programs. Weekly meetings will address continual efforts to measure staff and center culture.

Regular academic meetings will address student data reviews, high-leverage practices and strategies for reading across content areas, and support from the counseling staff to address individual student mental health and behavioral needs. Teachers will continue to assess students' learning readiness skills (i.e. reading comprehension, note-taking, and critical thinking) and address lagging skill in their content areas to provide scaffolding and strategies to support student growth in these areas.

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. (ESEA 1114(b)(7)(iii)(V))

NA

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Several variables were reviewed before concluding that our greatest need lies in our student's ability to understand vocabulary and content-based reading. Presently Pace has a non-proficiency rate of 92% in the area of vocabulary as measured by the PM3 administration of the FAST test. In addition, Pace had no students pass the eighth grade or tenth grade science state exams, which is indicative of the lack of vocabulary knowledge in the content areas.

Attendance at Pace from the last school year is at 62.11% as measured through the DJJ/Pace attendance data. Creating a space where students have access to technology, field trips, extended learning opportunities, positive behavior incentives, and stable presence of teachers - teacher retention - will increase the attendance levels at Pace.

The isolation of these areas of need were established by stakeholders including a board of directors, teachers, parents, students, and administration. Data was presented to each group and collectively decisions were made to address the isolated areas of need.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Upon reviewing the data from the ELA and Science it is beneficial for students to have access to up-to-date technology. Presently Pace has only two interactive boards for student utilization. Access to interactive boards in every classroom will increase the interaction between the teacher and the students and allow the student to increase in their academic outcomes. The purchase of virtual reality hardware and software programs will enable the students to interact in real time science and social studies activities. The utilization of VR will also increase enthusiasm in the content which will impact attendance. Quarterly the leadership team will review student progress through the use of STAR data, grades, and FAST PM scores.

Increasing ELA vocabulary will occur at all areas of the center including the common areas. Bulletin boards with content area vocabulary will be accessible in the great room as well as in the classroom setting. Materials are needed to create educational spaces within the classroom for this purpose. Teacher resources to create the information boards are also needed as well as vocabulary boards there will be celebration boards for students who have completed a credit or increased in an isolated curricular area of need. This data is reviewed monthly, and the boards will be updated to indicate

student growth. This will also increase attendance opportunities as incentive is attached to total outcomes.

To strengthen the knowledge of our teachers in the area of content area vocabulary and provide them with learning opportunities that will lend to teacher retention enabling a supportive stable environment for the student's professional development stipends will be offered to teachers after school. Students will also have access to after school tutoring to increase their academic outcomes.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Indirect Costs *Indirect Cost*		7200/792	UNISIG	0.0	3,650.00
Areas of Focus *Professional Learning and training for VR headsets $750*	Instructional Practice - ELA	6400/3100	UNISIG	0.0	750.00
Areas of Focus *Materials and supplies for family engagement events: 1 laminator with laminating film $2,100, bulletin board boards for family board $2792, Jumbo Notebook chart paper $500, 3 hole punch $32, heavy duty stapler $56, Die Cutting machine $420, Die cut blocks with storage $4,200,*	Instructional Practice - Student Engagement	6150/3100	UNISIG	0.0	10,100.00
Areas of Focus *Collaborative planning for teachers and staff after contract hours*	Instructional Practice - ELA	6300/3100	UNISIG	0.0	7,500.00
Areas of Focus *After School tutoring*	Instructional Practice - ELA	5900/3100	UNISIG	0.0	7,500.00
Areas of Focus *Teachers to attend professional learning*	Instructional Practice - ELA	6400/3100	UNISIG	0.0	7,500.00
Areas of Focus *4 Interactive flat panels with stands and cameras with delivery $20,929, 1 class set of VR headsets with school software license $5,300, 12 Magnetics dry erase board with frames $5,500, field trip to space center with transportation $5,000 3 laptop charging carts $,1,900, materials and supplies for students: copy paper, markers, pencils, notebooks, binders, pens $11,371*	Instructional Practice - Student Engagement	5100 /3100	UNISIG	0.0	50,000.00
Areas of Focus *20 headphones x $23= $460, 1 set of compasses $44, Smart pen and writing board $100, 12 Dry erase lap boards $1782, 100 calculators $11x 100+$1,100, 8 Rolls of butcher paper $745, Butcher paper stands $830, 1 set of walkie talkies $259, 20 CLT test prep books $780, 20 SAT test prep books $600, 20 ACT test prep books $800 ACT and SAT Testing for students $500*	Instructional Practice - ELA	5100/3100	UNISIG	0.0	8,000.00
Plan Budget Total					**95,000.00**

Pace Center for Girls

Parent and Family Engagement Plan (PFEP)

About Title I, Part A

Title I, Part A, provides local school districts and schools resources that help children gain a high-quality education and the skills to master the Florida Standards. Title I provides additional resources to schools with economically disadvantaged students. These resources provide additional teachers, professional development, extra time for teaching, parent involvement activities, and other activities designed to raise student achievement. Parent and family engagement in a child's education is a great predictor of academic success regardless of socioeconomic status. Title I program regulations require robust parent and family engagement activities at every school where federal funds support effective teaching and engaged learning.

What is Parent and Family Engagement?

Parent and Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

(A) Parents and families play an integral role in assisting their child's learning.

(B) Parents and families are encouraged to be actively involved in their child's education.

(C) Parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

(D) The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeed Act (ESSA).

About the Parent and Family Engagement Plan

The Parent and Family Engagement Plan describes how the school will provide opportunities to improve family engagement to support student learning. In addition, the plan represents the different ways we will support family engagement and how parents can help plan and participate in activities and events to promote student learning at school and home. We value the contributions and engagement of parents and family members. The goal is to establish an equal partnership between home and school to support student and school improvement. Click here to access the District's Title I Parent and Family Engagement Plan or request a copy at the front office.

We value our families and believe that ALL children can learn!

Principal Name: Laura Burgess

School Website: https://www.pacecenter.org/locations/florida/marion

School Year: 2024-2025

The Parent and Family Engagement Plan SMART goal for the 2024-2025 school year is:

By May 2025, 45% of Pace families will attend one or more family opportunities that is linked to learning. Pace will monitor sign-in sheets and ensure families receive personal invitations via phone call.

JOINTLY DEVELOPED

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement plan, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). The plan shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Section 1116(b)(1) Each school served under this part shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school Parent and Family Engagement Plan and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children. Section 1116(c)(3) If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. Section 1116(c)(4)(A)(C) If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, each school served under this part shall submit any parent comments on the plan when the school makes the plan available to the local educational agency [or district]. Section 1116(c)(5)

How will parents be involved in developing the school parent and family engagement plan?

Parents/guardians will be involved in developing the Parent and Family engagement plan by attending the 1st Title 1 annual parent meeting. At that time, they will review the parent and family engagement plan for Pace. Then, parents will be able to make suggestions or discuss areas of concern.

How will the school make the parent and family engagement plan available to the local community?

Pace will make the parent/guardian engagement plan available via our center location, messaging, and introductory packets.

How will the school update, at least annually, the school parent and family engagement plan to meet the changing needs of parents and the school?

To meet the evolving changes at Pace Center and the community, we will update our parent and family engagement plan yearly. This task will be completed by the Program Director and management team. Pace will take input from parents/guardians into consideration though.

How will the school submit any parent comments to the district if the Title I Schoolwide Plan is not satisfactory to parents?

Comments from families and community members regarding the Parent and Family Engagement Plan and the School Improvement Plan (aka: Title 1 school-wide plan) are gained through the annual survey for the school-based Parent and Family Engagement Plan and School Improvement Plan, the Annual District Family and Community Survey and via quarterly SAC meetings. The aforementioned surveys and SAC meeting minutes are made available to the district Title 1 office for review throughout the year.

How will the school address opportunities for regular meetings, parent-teacher conferences, volunteering, and access to staff if requested by parents?

Prepared messages related to progress reports, upcoming school-family events will be created using clear, easy to understand language (removing academic or industry terms/acronyms whenever possible) and sent and or communicated to parents either in writing or via a monthly communication with each parent/guardian.

ANNUAL TITLE I MEETING

Each school served under this part shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. *The purpose of the annual Title I meeting is to disseminate information only, and it must be a stand-alone meeting.* Section 1116(c)(1)

Describe how the school will conduct an annual meeting (before November 1) to inform parents of the requirements of Title I and the school's participation and the parents' rights under Title I.

Step 1 – Title 1 (school improvement) annual meeting will be held September 10, 2024 from 3:30-5:00 pm.
Step 2 – Create flier, invitation (translate if necessary) to parents including the school student achievement data that will be shared, the school improvement goal and why the goal(s) was developed as it related to student achievement.
Step 3 – Send out the flier to families, including information on helpful streatgies for parents to use at home that correlates to the school improvement goal and increasing student achievement.
The above will be created with girl input whenever possible.

COMMUNICATIONS

Parents shall be notified of the plan in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Section 1116(b)(1), Section 1116(f), and Section 1112(e)(4) Each school served under this part shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parent and family engagement. Section 1116(c)(2) Each school served under this part shall provide parents of participating children timely information about programs under this part. Section 1116(c)(4)(A) Each school served under this part shall ensure regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. Section 1116(d)(2)(D)

How will the school ensure that the plan is written in an understandable and uniform format, to the extent practicable, provided in a language the parents can understand?
Prepared messages related to progress reports, upcoming school-family events will be created using clear, easy to understand language (removing academic or industry terms/acronyms whenever possible) and send home to parents/guardians.
How will the school offer meetings at various times (such as in the morning and evening)?
Pace is responsive to families and will make efforts to meet with parents upon request. Pace will complete at least monthly communication with parents regarding social-emotional and academic progress.
How will the school offer meetings in different formats (such as offered online and in-person group meetings and home visits or other types of individual meetings)?
Pace staff will provide meetings inperson, over the phone, or via online (ex. Microsoft Teams).
How will the school ensure ongoing two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand? Decribe how two-way communication will be monitored to ensure timely responses.
Pace staff will document all communication with parents in Pace's internal record keeping software where monthly parent contracts are documented. Pace National Office runs monthly metric data analysis from the internal records keeping software to indicate compliance with timely monthly parent contacts. This includes monthly communication regarding the girl's social emotional learning and academic progress. Parents will also be sent a written or digital version of an annual feedback suvey from Pace. Pace will use that parent feedback data to help improve and plan family engagement and the school improvement plans for the upcoming academic year.
(1) Will the school offer transportation as such services relate to preventing parent and family engagement barriers? *If yes,* **please describe.**   **(2) Will the school offer childcare as such services relate to preventing parent and family engagement barriers?** *If yes,* **please describe.**
1) Yes, staff will consider transportation on a case by case basis as resources and staff availability are able to accommodate. Transportation may be provided to families with that barrier to attendance. Pace vans and public transportation will be utilized at no cost to parents. Home visits may also be utilized to communicate effectively with families.   2) No, we do not offer child care at this time.

SCHOOL-PARENT COMPACT

As a component of the school-level parent and family engagement developed under subsection (b), each school served under this part shall jointly develop a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Section 1116(d)

Describe how the school and families will jointly develop a School-Parent Compact.
The school parent compact will be developed through analyzing feedback from surveys and meetings with the parent, students, and school staff.
Describe how the school will outline in the School-Parent Compact how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.
The school-Parent Compact will be organized into sections that clearly outline the responsibilities and expectations of each group to move forward with academic improvement.
Describe how the school will build and develop a partnership with families to help children achieve the challenging State academic standards.

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the hildren served to meet the challenging State academic standards. Pace will continue to develop its relationship with Marion County Public Schools and build partnerships with the district to utilize resources for test preparation. Pace will invite community members/business parenters to engage and to share their knowledge and expertise in ways to promote learning through real-world applications. Pace will reach out to community partners that can provide transition support and social/emotional support to families so these resources can be provided to families.

COORDINATION OF FUNDS

To the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. Section 1116(e)(4)

Describe how the school will coordinate and integrate parent and family engagement programs, activities, and strategies with early childhood programs (applicable to elementary schools), college and career-ready resources or organizations (applicable to middle and high schools), parent resource centers, or other programs.

Coordination with stakeholders to provide parent and family engagement as participation of parents in ongoing consultation and meaningful communications with school staff that involves that the student addresses learning and angages the family in school activities. Pace will expose strudnets to College and College readiness. In addition, studnts may take field trips to local colleges to visit the campus.

BUILDING CAPACITY OF PARENTS

A description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards students are expected to meet. Section 1116(c)(4)(B) The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:

✓ The challenging State's academic standards.
✓ The State and local academic assessments, including alternate assessments.
✓ The requirements of Title I, Part A.
✓ How to monitor their child's progress.
✓ How to work with educators to improve the achievement of their child. Section 1116(e)(1)

Describe how the school will provide parents with a description and explanation of the curriculum and resources used at the school.

During Pace's intake process, every student attend a tour of the Pace center with a detailed explanation of our curriculum and assessments. More information is always available by request and will be explained during the annual Title 1 meeting in September as well.

Describe how the school will provide parents with individual student academic assessment results and interpretation of those results.

At enrollment and every month thereafter a student is enrolled, academic progress, assessment results, and meaning are given to the parent in verbal and writing during their Monthly Parent contact meeting. All information is also available verbally, electronically, or in writing by request at any time.

Describe how the school will provide parents with a description and explanation of the assessments used to measure student progress and achievement levels of the challenging State academic standards.

At enrollment and every month thereafter a student is enrolled, academic progress, assessment results, and meaning are given to the parent in verbal and writing during their Monthly Parent Contact meeting. All information is also available verbally, electronically, or in writing by request at any time.

Describe how the school will provide activities, materials, and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement. Section 1116(e)(2)

Please include four Parent/Family Workshops/Opportunities (1 per quarter), two of which could be Academic Conference Team events.

Title	Purpose	Date(s)/Time(s)

Parent portal 101, how to track your student's progress. Introduction to the school year and the School Improvement Plan.	Create an opportunity for families to learn about the benefits of participating in the Title I program. Additionaly, key personnel will share the Parent and Family Engagement Plan, School Improvement Plan and School-Parent Compacts. The school will recruit families to engage with the school through various volunteer opportunities.	September 9, 2024 3:30-5:00.
Reading during the holidays	Provide an opportunity for families to understand the concepts and skills needed to meet each grade level's expectations. Families will understand how to access Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. This will be done by using holiday based text including writing poetry.	November 19, 2024 3:30-5:00.
Attendance and Reading how they connect.	Promote family-teacher collaboration to support student academic achievement. Teachers will facilitate student-led conferences and equip families with skill building activities that can be used at home to support student learning. The importance of attendance will be emphasized to both parents and students. Families and teachers will set goals for upcoming assessments.	February 2, 2025 3:30-5:00
What is FAST testing and why is it important?	Share the breakdown on the Florida Assessment of Student Thinking and how it relates to student growth in relation to the Florida BEST standards.	April 22, 2025 3:30-5:00

The activities listed may be updated after publishing.

BUILDING CAPACITY OF SCHOOL STAFF

Each school assisted under this part will educate teachers, pupil services personnel, and other staff (with the assistance of parents) in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between home and school. Section 1116(e)(3) Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of students in Title I programs in a format and, to the extent practicable, in a language the parents can understand. Section 1116(e)(5) Provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request. Section 1116(e)(14)

Describes how the school will train teachers, specialized instructional support personnel, other school leaders and other staff, with the assistance of parents in the value and utility of contributions of parents.

Effective parent/teacher conferences
Effective forms/strategies for two way communication
Targeted professional development for Trauma Informed Care, de-escalation, and verbal coaching. Staff will use parent feedback to gauge the best form of communication. All meetings and trainings will be documented, and signatures acknowledged.

Describes how the school will train teachers, specialized instructional support personnel, other school leaders and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.

Effective use of the Pace website and internal resources to share information and support with families. Provide training for teachers/counselors to effectively communicate school-related information such as course grades, IEP, and 504 information, and available district and school family resources. All meetings and trainings are ongoing and self-paced through Pace National Office employee learning. The trainings are documented, and signatures acknowledged.
Describes how the school will train teachers, specialized instructional support personnel, other school leaders and other staff, with the assistance of parents to implement and coordinate parent programs and build ties between home and school.
Effective use of the Pace website and internal resources to share information and support with families. Provide training for teachers/counselors to effectively communicate school-related information such as course grades, IEP, and 504 information, and available district and school family resources. All meetings and trainings are ongoing and self-paced through Pace National Office employee learning. Counselors will provide home visits to support families. The trainings are documented, and signatures acknowledged
Describes how the school will train teachers, specialized instructional support personnel, other school leaders, and other staff, with the assistance of parents to provide information in a format, to the extent practicable, in a language the parents can understand.
Those students whose home langage is not English, documents will be translated using a free online translation service to the home language of the family. Staff will also meet parents in the parking lot, at their residence, or a community site if the parent is unable to communicate with staff via a conference at the center, phone call, or online/virtual meeting.
Describes how the school will train teachers, specialized instructional support personnel, other school leaders, and other staff, with the assistance of parents to respond to parent requests for parent and family engagement activities.
All staff are required to take training on how to communicate and properly document communication with parents/guardians, community partners, etc. All meetings and trainings are documented, and signatures acknowledged. Pace will require staff trainings on how to communicate and properly verbally and in the written word to parents, students and community partners.

This plan aligns with Goals 2.B, 5.A, and 5.B of Achieve 2026 - Strategic Plan.

Enter the date *(month/day/year)* this plan was finalized:	
Enter the date *(month/day/year)* this plan was revised:	

School Advisory Council

The School Advisory Council (SAC) is a team of people representing various segments of the community parents, teachers, students, administrators, support staff, business/industry people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget.

☐ Yes, I am interested and wish to join the School Advisory Council.
☐ Please contact me so I can learn more about joining the School Advisory Council.
☐ Please send me notifications about future meetings and updates.

Name: _____

Child's Name and Grade: _____

Address: _____

Phone Number: _____

Email address: _____

Share Your Thoughts

We want to hear from you. If you have any suggestions or if there is any part of the Parent and Family Engagement Plan that you feel is not satisfactory, please use the space below to provide us with your comments in the space provided and leave this form in the school's main office.

Name: _____

Phone Number: _____

Email address: _____

 _____

_____

 _____

_____

MCPS
MARION COUNTY PUBLIC SCHOOLS
"Helping Every Student Succeed"

Title I, Part A / District 2024-2025 Parent and Family Engagement Plan (*PFEP*)

We value your opinion!

Please click on, go to 2024-2025 District Title I, Part A - Parent and Family Engagement Plan Survey, or scan the QR Code with your mobile device camera to take a short survey and provide input on this plan.

Goal: Increase student achievement, attendance, and resiliency by building relationships and cultivating strong family-school partnerships.

We believe…

- Family-school relationships should focus on student progress and success.
- Families are equal partners in achieving educational goals for students.
- Both in- and out-of-school times influence students' school performance.
- Sharing information about child behavior across settings is valued.
- Collaboration has a positive effect on student learning.
- Families should be active partners in decision-making.
- Problem solving can be accomplished by working together.
- Family-school relationships are cultivated and sustained over time.
- All families want what is best for their children.
- All families can support their children's learning.

Parent and Family Engagement means the ongoing involvement of parents and family members partnering with schools and community members to actively participate in student's learning and other educational activities. This engagement plays a crucial role in the academic success of a student regardless of their family's socioeconomic status. The **Title I program** emphasizes implementing comprehensive parent and family engagement activities at each school. These activities are designed to leverage federal funds aimed at reinforcing effective teaching and facilitating engaged learning.

Title I, Part A, provides school districts and schools resources that help children gain a high-quality education and the skills to master the Florida Standards. Title I provides additional resources to schools with economically disadvantaged students. These resources provide additional teachers, professional development, extra time for teaching, parent involvement activities, and other activities designed to raise student achievement. ~ **FLDOE.org**

Reservation of Funds: Marion County Public Schools (MCPS) will reserve 1 percent from the total amount of Title I funds it receives in 2024-2025 to carry out this plan and as described in federal law. Furthermore, MCPS will distribute 90 percent of the amount reserved to Title I schools to support their school-based parent and family engagement plans.

District initiatives and planned activities:

✓ Annual Family Survey	✓ Family FOCUS Mobile Learning Unit
✓ Academic Conference Team Nights	✓ School-Based Consultations, Collaboration and Professional Learning
✓ Family Engagement Liaisons	✓ Family Engagement District Advisory Council Meetings
✓ Family FOCUS Community Events	✓ School Advisory Council (SAC) Chair/Co-Chair Professional Learning

Partnerships: The Title I Office will coordinate with MCPS departments, schools as well as other Federal, State and Local programs, and community-based organizations to provide parent and family engagement resources and strategies.

Plan Review: Data from various activities will be analyzed through feedback channels and surveys. This will allow us to gauge the synergy between our actions and our set goals. Where necessary, adjustments will be made to ensure alignment with our objectives throughout the year.
This plan aligns with Goals 2.B, 5.A, and 5.B of the Achieve 2026 - Strategic Plan.

We value our families and believe that ALL children can learn!