

Citrus County Schools

# PACE CENTER FOR GIRLS



## 2025-26 Schoolwide Improvement Plan

# Table of Contents

- SIP Authority ..... 1
- I. School Information ..... 2
  - A. School Mission and Vision ..... 2
  - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring ..... 2
  - C. Demographic Data..... 7
  - D. Early Warning Systems ..... 8
- II. Needs Assessment/Data Review ..... 12
  - A. ESSA School, District, State Comparison ..... 13
  - B. ESSA School-Level Data Review ..... 14
  - C. ESSA Subgroup Data Review ..... 15
  - D. Accountability Components by Subgroup..... 16
  - E. Grade Level Data Review ..... 18
- III. Planning for Improvement..... 19
- IV. Positive Learning Environment ..... 23
- V. Title I Requirements (optional)..... 25
- VI. ATSI, TSI and CSI Resource Review ..... 29
- VII. Budget to Support Areas of Focus ..... 30

## 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

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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)

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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

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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

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## A. School Mission and Vision

### Provide the school's mission statement

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

### Provide the school's vision statement

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We envision a world where all girls and young women are safe, have economic security and an equal opportunity to use their voice and achieve their potential.

## 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

Angela Kennedy

angela.kennedy@pacecenter.org

##### Position Title

Executive Director

##### Job Duties and Responsibilities

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##### Roles and Responsibilities

##### *Leadership and Advocacy*

- Demonstrates leadership and advocacy for the agency at all levels including:
- Advocating for the needs of girls in the local community
- Participating in special assignments and projects
- Providing input and communication pertaining policies, procedures and strategic direction

setting

- Cultivating relationships with major stakeholder (i.e., legislatures, city and county officials, business interests, other child serving agencies, Juvenile Justice Council, and school boards)
- Demonstrates measurable results pertaining to the Standards of Excellence
- Focuses on the need of the agency and balances all competing voices to make optimal decisions for girls and staff

*Human Resources*

- Motivates and inspires passion for agency, mission, and excellence in roles of responsibility.
- Selects and places highly qualified staff in all positions.
- Provides opportunities for growth and development of staff.
- Creates an adaptable learning environment for agency, staff, and volunteers.
- Obtains maximum utilization of the staff by clearly defining duties, establishing performance standards, conducting performance reviews, and recommending competitive salary structure.
- Follows Human Resources Policies and Procedures to ensure compliance.

*Finance*

- Manages Center finances within approved budget.
- Prepares budgets that have solid assumptions for the future.
- Follows finance policies and procedures to ensure timely compliance.
- Provides contract and grant information to the Finance Department to assist and ensure the accuracy of monthly financial statements.
- Ensure necessary controls and audits of processes related to financial controllership.

*Program*

- Ensures program operates in compliance with DJJ, School Board and grant contracts.
- Establishes referral sources and an appropriate waiting list.
- Achieves outcomes for girls that significantly exceed the standards of the contract.

## **Leadership Team Member #2**

**Employee's Name**

Elizabeth Marion

elizabeth.marion@pacecenter.org

**Position Title**

Academic Manager

## Job Duties and Responsibilities

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- State and Local Assessments
- FTE reporting
- Scheduling
- Skyward Updates (addresses, emergency contacts, schedules)
- Attendance
- Transcript reviews
- Teacher certification requirements and in-service points monitored
- Title I liaison for uploads and required activities
- Supervise teaching staff, ensuring lessons are aligned to state standards
- Provides direct oversight of Title I staff
- Implement Professional Development as needed, including classroom management and data analysis
- Facilitate Lesson Planning that is data-driven Reviews Lesson Plans Develop and implement an MTSS process for the Day Program; ensuring Tier 2 and Tier 3 interventions are provided.
- Coordinates coverage for Reading teacher to provide Tiered push-in and pull-out Reading supports
- Parental Engagement Liaison for Title I and DJJ required activities
- Collaborates with SSM to ensure integration of Pace model in the classroom
- ESE liaison to District ESE/504 oversight
- Intake Team participant Work with SSM to train counselors and teachers in the development of appropriate Academic and Personal Goals that take academic history into account
- Growth and Change, Academic Award Ceremonies, and special events
- School Improvement Plan
- Parent Conferences
- Conducts weekly academic team meetings

## Leadership Team Member #3

### Employee's Name

Tiarra Alexander

tiarra.alexander@pacecenter.org

### Position Title

Social Services Manager

## Job Duties and Responsibilities

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- Participate in recruitment events
- Attendance tracking and parent contact monitoring

- Census goal planning, coordination with Intake Counselor
- Intake Team Coordination
- Work with AM to train counselors and teachers in the development of appropriate Academic and Personal Goals that take academic history into account
- Conducts weekly Social Services team meetings
- Meets weekly with AM
- Girls Leadership Council (GLC) Facilitator
- Develops and Implements college/career activities and community service opportunities
- Oversees the social services team to ensure fidelity of service and program
- Works with Student Services and Community Agencies to grow census

## 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.*

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Pace Center for Girls, Citrus develops the School Improvement Plan with input from academic and social service staff, the Board of Directors, families and girls. Information for the SIP is gathered through data analysis at staff meetings and Board meetings, as well as during each girls' Advising group. Individualized goals created by the girls are incorporated into the overarching goals of this SIP.

## 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)).

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The Academic Manager will conduct classroom walkthroughs to observe instructional delivery. The Executive Director, in consultation with the Pace Center for Girls National Office Academic team, will develop and deploy professional learning on best instructional practice, as well as monitor the FAST PM data and school progress monitoring data to assess areas for improvement. The Academic

Manager will monitor the MTSS groups. Center leadership will share progress toward SIP goals at the monthly Board of Director meetings, staff meetings, and quarterly parent events to determine whether revisions to the plan are necessitated.



## C. Demographic Data

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

## 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							5	7	9	21
Absent 10% or more school days							2	2	4	8
One or more suspensions							0	0	0	0
Course failure in English Language Arts (ELA)							1	1	1	3
Course failure in Math							0	4	0	4
Level 1 on statewide ELA assessment							2	3	3	8
Level 1 on statewide Math assessment							4	2	3	9
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							2	2	3	7

#### 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							0	0	1	1
Students retained two or more times							0	0	0	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
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							11	14	17	42
One or more suspensions										0
Course failure in English Language Arts (ELA)							1	1	1	3
Course failure in Math							1	2		3
Level 1 on statewide ELA assessment							3	1	6	10
Level 1 on statewide Math assessment							3	2	3	8
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							3	3	6	12

**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										0
Students retained two or more times										0

## 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	7	3	2	19
Absent 10% or more school days	3	2	1	2	8
One or more suspensions	1				1
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment	3	3	0	2	8
Level 1 on statewide Algebra assessment	4	1	1	1	7

### 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	3	2	1	2	8

### 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	11	8	3	11	33
One or more suspensions					0
Course failure in English Language Arts (ELA)	2				2
Course failure in Math	1				1
Level 1 on statewide ELA assessment	4	1			5
Level 1 on statewide Algebra assessment	4	1			5

**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	4	2			6

**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*	24	53	59	0	50	55		46	50
Grade 3 ELA Achievement									
ELA Learning Gains	70	54	58	51	57				
ELA Lowest 25th Percentile		53	56	51	55				
Math Achievement*	0	34	49	7	28	45		28	38
Math Learning Gains		41	47	36	47				
Math Lowest 25th Percentile		47	49	46	49				
Science Achievement		69	72	66	68			66	64
Social Studies Achievement*		67	75	63	71			64	66
Graduation Rate		94	92	89	90			90	89
Middle School Acceleration									
College and Career Acceleration		54	69	54	67			51	65
Progress of ELLs in Achieving English Language Proficiency (ELP)		58	52	68	49			35	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	31%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	94
Total Components for the FPPI	3
Percent Tested	77%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
31%	4%		21%	16%		

\* 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%
White Students	20%	Yes	1	1
Economically Disadvantaged Students	0%	Yes	1	1

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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	24%		70%		0%								
White Students	40%				0%								
Economically Disadvantaged Students					0%								

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	0%	7%							

## 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

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#### 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?

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Reading achievement increased substantially, with 70% of students demonstrating learning gains in Reading. This is 12 points higher than the state average and 16 points higher than the district. 2024-25, Pace utilized Title I dollars to fund a part-time staff person to provide support in the core academic classrooms to allow teachers to provide scaffolded instruction with support personnel assisting. Additionally, we provided tiered supports in the ELA classroom with two certified teachers and one volunteer. We also had a year-long literacy initiative that incorporated family and community engagement in promoting reading across genres and content areas, with a focus on cross-curricular literacy to enhance core subject instruction and achievement.

##### **Lowest Performance**

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

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Learning gains in Math had the lowest performance; this is a trend across all grade levels. Possible factors for a lack of LG include the transient nature of the student population; attendance less than 90% for the majority of the girls; lack of emphasis on the importance of the PM testing (girls not understanding their own data); need for intensive foundational skill building opportunities.

##### **Greatest Decline**

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

---

Mathematics proficiency showed the most dramatic decline, with no students achieving proficiency, and only 40% of girls in grades 6-8 demonstrating learning gains (as per the state accountability rating, not the ESSA data). A lack of consistent attendance and additional staff and volunteers pushing into the ELA classroom pulled supports that could have been assisting with additional mathematic instruction.

##### **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.

---

Learning gains in Mathematics had the greatest gap when compared to the state and district averages (47 points below the state average and 41 points below the district average). The year-long focus on funneling many supports toward increasing Reading achievement, coupled with the deletion of an intensive mathematics course from the master schedule, are the factors that contributed greatly to this gap. A movement away from project-based learning has been a trend in mathematic instruction, as well.

**EWS Areas of Concern**

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

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1. Learning Gains in Math
2. Attendance above 90%

**Highest Priorities**

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

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1. Learning Gains from Spring 2025 PM3 to Spring 2026 PM3 in Math
2. Proficiency on Algebra EOC
3. Proficiency in ELA as measured by the FAST ELA PM3
4. Maintain Learning Gains in ELA
5. Increase in overall attendance rate

## 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.

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Instructional Practices for increasing student engagement and foundational skill acquisition in mathematics is an area of focus. Through the review of attendance, academic, and state assessment data, this is identified as an area of critical need.

#### 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.

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In the 2024-25 school year, four middle school students failed math; 43% scored a Level 1 on the BEST PM3 Mathematics assessment. Among high school students, 50% scored a Level 1 on the Algebra EOC. The desired outcome is to reduce the number of courses failed by at minimum 50%, and to increase the number of students meeting proficiency and/or demonstrating learning gains by 10%.

#### Monitoring

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

---

Student engagement will be monitored through walkthrough data focusing on student use of state-adopted and district-approved core and supplemental materials, technology to enhance the learning environment, and iXL, FAST PM 1, and FAST PM 2 data outcomes. The Academic leadership team will regularly review data points and provide facilitated, cross-curricular lesson planning with built-in tiered interventions. Instruction for identified skill gaps will be interwoven in the elective course, Spirited Girls, and the teaching assistant will be hired to provide push-in support to scaffold skills.

#### Person responsible for monitoring outcome

Elizabeth Marion

**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:**

Supplemental and core resources for math have been purchased, and additional math and math-related (i.e., science, test practice) ancillary materials will be purchased. Professional learning opportunities will be provided for staff in differentiation, student-led data chats, data disaggregation for instructional planning, and select staff will participate in Learning Walks and PLC cohorts within Pace and/or participate in other educator conferences specific to increasing student achievement and strengthening instructional practices. Additionally, while we have increased the daily instructional minutes to 336, we have also increased the number of instructional days from 216 to 230, thus adding 4,704 instructional minutes to the 2025-26 year.

**Rationale:**

The resources that were available were limited to outdated texts and technology. Students need updated text materials, manipulatives, and technology resources to enhance the learning environment and provide all possible means to achieve success. Additionally, relevant and timely professional learning for educators to ensure instruction is meeting the varied needs of all learners is key to increasing academic achievement. Finally, a full-time teaching assistant will be hired to provide additional supports.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

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

Yes

**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**

Facilitated Cross-Curricular Lesson Planning

**Person Monitoring:**

Liz Marion

**By When/Frequency:**

ongoing

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

bi-weekly monitoring of lesson plan implementation; monthly planning sessions

**Action Step #2**

Professional Learning Series

**Person Monitoring:**

Liz Marion

**By When/Frequency:**

ongoing

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

Monthly planning sessions before/after school with the core academic team, which will be monitored through attendance and evidence of implementation in classrooms as measured by walkthroughs,



lesson plan review, and formative/summative data points. Additionally, learning walks at other Pace Centers across the state, PLC cohorts with subject-matter peers, and conferences as available will be utilized for capacity building of instructional staff.

## IV. Positive Learning Environment

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### 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.

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The overall attendance rate at Pace for the 2024-2025 school year averaged 78%, which is five percentage points over the previous year's goal. All grade levels struggled with attendance, and the organizational goal is for students to maintain an 80% attendance rate. Thirty-eight percent of girls in grades 6-8 missed had an attendance rate below 90%. This is an area of critical need to ensure skill gaps are identified and remediated in real time.

#### 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.

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The attendance rate will increase from 78% to at least 80%, with an increase in the number of girls missing less than 10% of school decreasing by at least 50%. Sixteen of the forty girls had an absence rate greater than 10%, which represents 40% of the girls served. In 2025-26, this number will decrease to half the girls served.

#### 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.

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Attendance calls will be made on a daily basis; if a girl misses three consecutive days, a home visit will be conducted. Attendance is tracked through a monthly key performance indicator (KPI) system. Chronic absenteeism contributes to lower academic achievement, as evidenced by the achievement levels and corresponding attendance rates--a clear corollary that is well-established as a risk factor for adolescent

#### Person responsible for monitoring outcome

Tiarra Alexander

#### 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:**

Pace is modifying our Growth & Change Program to encourage family engagement and incentivize daily attendance. Parental Engagement events include financial literacy, adult literacy, healthy relationships, understanding school assessment data, and community resources. Additionally, guest speakers for the students will be scheduled on a rotating basis to cover topics of interest and need; these student engagement events are designed to encourage student attendance.

**Rationale:**

Family events, while voluntary, are a means to bring the families into the center to participate in a learning geared toward their needs, while building stronger partnerships with the families. In turn, as families become more knowledgeable about our program, we can partner in ensuring their student is attending school with regularity. Student engagement events are also a means to not only encourage attendance, but to provide girls with timely and engaging content to which they can connect; it also provides a connection to their community, which is often a challenge for our students.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

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

Yes

**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**

Modify Growth and Change Program

**Person Monitoring:**

Tiarra Alexander

**By When/Frequency:**

ongoing

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

Partnerships have already been established with community agencies to provide resources for students and families. The Executive Director, in conjunction with the Intake Transition Counselor, are continuing to steward community partners. Impact will be measured by the attendance and academic achievement of students whose families participate compared to those who do not.

## V. Title I Requirements (optional)

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### 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.

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The SIP, UniSIG budget (as applicable) and Schoolwide Plan (SWP) will be presented to the Board of Directors during our regularly scheduled monthly meetings. These plans will also be shared with families and students during the Title I Open House in the fall. Additionally, local community stakeholders will receive updates through direct communication from Board members and during community and civic events where the Executive Director provides updates on the state of Pace Citrus

#### 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)).

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Pace is enhancing our Growth & Change incentive program to more actively involve families and strengthen engagement. As part of this effort, we are offering a variety of family-centered engagement events and communications, including workshops on financial literacy, adult literacy, healthy relationships, interpreting school assessment data, and accessing community resources. To ensure consistent communication, every family receives a Monthly Parent Contact (MPC) that includes academic updates and social services information. Student grades are updated weekly in Skyward, and staff are accessible 24/7 through our on-call support line to assist girls and their families as needed.

The Parent and Family Engagement Plan (PFEP) is available online at: [https://www.citrusschools.org/departments/federal\\_programs/parent\\_and\\_family\\_engagement](https://www.citrusschools.org/departments/federal_programs/parent_and_family_engagement).

### **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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Pace Center for Girls, Citrus has modified the school calendar to increase the number of instructional days for the 2025-2026 year. With Title I funding, a P/T staff employed by Pace will provide push-in/pull-out academic and programmatic support for Tier I and II students in all classrooms under the direction of the certified classroom teacher and/or Academic Manager to conduct individualized programming, including remediation and enrichment activities. Additionally, a robust parent and family engagement program is being launched to involve families in their girl's academic and Pace program progress. Retired teachers with Reading and Math experience have been recruited as volunteers to provide individualized supports, and two staff have received their literacy micro-credentials and are currently enrolled in a Reading Endorsement certification program through Miami-Dade College.

### **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)).

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The School Improvement Plan for Pace Center for Girls, Citrus is developed through a collaboration between and among organization-wide staff, center staff, the Center Board of Directors, and the girls' own academic goals. A coordination with local businesses and organizations to meet the goals of this plan has been established. Additionally, Pace Center for Girls operates under the sponsorship of the Department of Juvenile Justice; thus, the requirements of the DJJ program are integrated into this plan.

## **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)).

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Pace provides girls and young women an opportunity for a better future through education, counseling, training, and advocacy. Our strength-based, trauma-informed approach included day-to-day engagement with counselors and staff who are trained to recognize the symptoms of trauma and to understand how it can affect a girl's behaviors. We believe that communities are stronger when girls and women have the opportunity to thrive. Change begins when girls get the help they need to further their education, strengthen their relationships, interpersonal skills, and learn healthy coping mechanisms that help them overcome past trauma and look toward the future.

#### **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)).

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Pace's voluntary programs support middle and high school girls who recognize that they may need a change and additional support. Our exceptional team of counselors and educators take into consideration each girl's unique strengths, their experiences as young women, and histories of trauma when creating their individualized plans of care. In support of this vision, Pace offers full academic services, counseling, life-skills training, career preparation, and career exploration.

#### **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)).

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It is the goal of the center academic department for every girl to be given the opportunity to learn and reach her highest potential, in a gender-responsive, strength based and trauma informed learning environment. To reach this goal, the center leadership will respond to classrooms to speak with girl(s) who are having difficulty self-regulating and exhibiting classroom behaviors; contact the counselor to

assist in solution-finding to address the girl's social service needs (if applicable); provide interventions/processing needed to help the girl rebalance her domains before returning to class. As a non-punitive environment, behavioral interventions are always utilized in classrooms, with an awareness of the root cause of the behavior. Interventions/accommodations specific to a student as outlined in her IEP or 504 are followed and monitored for fidelity by center leadership.

**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)).

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Pace Center for Girls utilizes the organization Academic Team of instructional coaches, professional learning offerings, and center-specific opportunities are available year-long. the center calendar also has twenty specific dates dedicated solely to professional learning time.

**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)).

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Not applicable to Pace.

## VI. ATSI, TSI and CSI Resource Review

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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.

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Pace Center for Girls' national office Academic Team provides consistent professional learning supports for Pace faculty. Core and ancillary materials that align with standards have been purchased for the 2025-2026 year to meet the needs of all learners. This variety of instructional resources will be utilized to ensure an individualized experience for each girl based on her unique needs and strengths. This may include *additional* technology resources and print materials as adopted by the District.

### 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).

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The Pace National Academic Team has developed new curriculum maps for all core areas and has rolled out training for all academic staff in the use of Nearpod and iXL for increased student engagement and progress monitoring of standards' mastery. Staff are being re-trained in August and September in MTSS, Differentiated Instruction in the Multi-Grade Level Classroom, and Student-Led Data Chats. Semester 1 lesson plans are built based on girls' 2025 PM3 data. As new data points from PM assessments are received, modifications to the instructional delivery will be made. Academics will meet bi-weekly to discuss each girl's current progress and review the need for any additional interventions. To increase attendance, the leadership at Pace Citrus has developed an attendance incentive program that is aligned with our organizational PBIS (Growth & Change). Staff training begins in August. Community partners have committed to this program which will run from September through June 2025, with a quarterly family engagement event.

## VII. Budget to Support Areas of Focus

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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
School Areas of Focus	Instructional Practice - Math <i>Instructional materials to include science, math, and test preparation workbooks, and associated teacher's editions, from the Florida School Book Depository.</i>	5100/5200	UNISIG	0.0	4, 000.00
School Areas of Focus	Instructional Practice - Math <i>additional student laptops for use with iXL to ensure all students have access to a device. Seven laptops at \$285/each.</i>	5100/6440	UNISIG	0.0	2, 000.00
School Areas of Focus	Instructional Practice - Math <i>Two (2) BenQ Boards for student use</i>	5100/6430	UNISIG	0.0	10, 000.00
School Areas of Focus	Instructional Practice - Math <i>Consumable supplies for student use, to include copy paper, index cards, markers, pens, pencils, card stock, folders, erasers, dry erase markers, and handheld whiteboards.</i>	5100/5100	UNISIG	0.0	2, 745.02
School Areas of Focus	Instructional Practice - Math <i>Travel costs for Professional Learning to include mileage, meals, and lodging</i>	6400/3300	UNISIG	0.0	15, 000.00
School Areas of Focus	Instructional Practice - Math <i>Document Cameras to enhance engagement in the classroom</i>	5100/5190	UNISIG	0.0	500.00
School Areas of Focus	Instructional Practice - Math <i>Conference/Professional Learning Registration and/or membership fees (i.e., Innovative Schools, FCTM, virtual conferences as available) Not to exceed \$1,000 pp, per conference.</i>	6400/7300	UNISIG	0.0	7, 500.00
School Areas of Focus	Instructional Practice - Math <i>F/T Teaching Assistant (Pace employee). Inclusive of all employment costs (\$42,494 salary, \$3,251 FICA, SUTA \$249, Medical \$7200, Dental \$286, LTD \$229, WC \$310 and 403B \$1,275. Total cost \$55,294</i>	5100/3100	UNISIG	1.0	55, 294.00
Total	School Areas of Focus				97, 039.02
Positive Learning Environment	Student Attendance <i>Professional Learning consultant for staff on creating a positive culture for student and stakeholder engagement. Not to exceed \$2,000/day for 5 days.</i>	6400/3100	UNISIG	0.0	10, 000.00
Positive Learning Environment	Student Attendance <i>Consultant fees - guest speakers for students on relevant and timely topics related to student attendance and achievement - not to exceed \$1,000 per day for ten days.</i>	5100/3100	UNISIG	0.0	10, 000.00
Positive Learning Environment	Student Attendance <i>Fuel costs for home visits</i>	6110/4500	UNISIG	0.0	500.00
Positive Learning Environment	Student Attendance <i>Parent Engagement session consumable materials: chart paper, card stock, copy paper, folders, labels, markers, post-it notes, tri-fold presentation boards.</i>	6150/5100	UNISIG	0.0	5, 000.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Total	Positive Learning Environment				25,500.00
Indirect Costs <i>Indirect Costs @ 5.5%</i>		7200/7900	UNISIG	0.0	2,460.98
Total	Indirect Costs				2,460.98
Plan Budget Total					125,000.00