

Pinellas County Schools

PACE CENTER FOR GIRLS



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Dena Hernandez

dena.hernandez@pacecenter.org

Position Title

Executive Director

Job Duties and Responsibilities

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

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

Leadership Team Member #2

Employee's Name

Jennifer Barnhart

jennifer.barnhart@pacecenter.org

Position Title

Program Director

Job Duties and Responsibilities

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

Leadership Team Member #3

Employee's Name

Michelle Topping

toppingl@pcsb.org

Position Title

Director EAS

Job Duties and Responsibilities

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

Leadership Team Member #4

Employee's Name

Eric McManus

mcmannuse@pcsb.org

Position Title

Administrator DJJ

Job Duties and Responsibilities

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

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	88.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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	2025-26: 2024-25: COMMENDABLE

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							1	5	4	10
Absent 10% or more school days							1	5	4	10
One or more suspensions							0	4	1	5
Course failure in English Language Arts (ELA)							0	2	2	4
Course failure in Math							0	0	0	0
Level 1 on statewide ELA assessment							0	2	2	4
Level 1 on statewide Math assessment							1	4	2	7
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 2026-27

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	4	3	8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							1	4	4	9
Students retained two or more times							0	4	2	6

Prior Year (2025-26) 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	
School Enrollment								1	5	6
Absent 10% or more school days								1	6	7
One or more suspensions										0
Course failure in English Language Arts (ELA)									1	1
Course failure in Math									1	1
Level 1 on statewide ELA assessment								1	5	6
Level 1 on statewide Math assessment								1	5	6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) 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								1	5	6

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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	5	5	13	12	35
Absent 10% or more school days	4	3	10	10	27
One or more suspensions	1	2	0	0	3
Course failure in English Language Arts (ELA)	1	1	1	1	4
Course failure in Math	3	1	0	0	4
Level 1 on statewide ELA assessment	2	1	6	0	9
Level 1 on statewide Algebra assessment	2	0	0	0	2

Current Year (2026-27)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	4	1	6	1	12

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

Prior Year (2025-26) 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	4	1	2	11

Prior Year (2025-26) 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	0	0	0	0
Students retained two or more times	0	0	0	0	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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	35	64	62	28	62	59	19	55	55
Grade 3 ELA Achievement									
ELA Learning Gains	57	59	59	31	58	58	42	57	57
ELA Lowest 25th Percentile		55	55		54	56		55	55
Math Achievement*		54	52	23	46	49	9	42	45
Math Learning Gains		49	45		45	47		46	47
Math Lowest 25th Percentile		44	44		43	49		41	49
Science Achievement		77	74		73	72		64	68
Social Studies Achievement*		77	76		74	75		70	71
Graduation Rate		95	94		94	92		92	90
Middle School Acceleration									
College and Career Acceleration		73	74		69	69		69	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					50	52		45	49

*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)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						46%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						92
Total Components for the FPPI						2
Percent Tested						93%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
46%	27%	23%	27%	9%	8%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	60%	No		

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.

2025-26 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.
All Students	35%		57%							
Economically Disadvantaged Students	50%		70%							

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	28%		31%		23%								
Economically Disadvantaged Students	38%		36%		27%								

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

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?

In 2025–2026, Pace tested 93% of eligible students, up from 86% the prior year. Math demonstrated the most improvement. The data from the 2025-2026 school year showed 79% learning gains. This is up from 50% the previous year. These outcomes can be attributed to several key actions taken by Pace:

- Targeted Intervention: Live Edmentum tutoring was offered based on IXL testing scores.
- Targeted Intervention: After school tutoring was offered twice a week.
- Standards-based instruction: The math teacher used weekly Florida B.E.S.T standards to guide bell work and lesson planning to ensure alignment with state expectations.
- Hands-on learning: Small group skill practice and interactive activities were implemented to deepen understanding and application of math concepts.

Lowest Performance

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

ELA Achievement demonstrated the lowest performance. While ELA Learning Gains increased from 31% to 57%, only 35% of students achieved proficiency in ELA, which remains significantly below district and state averages of approximately 64%. These outcomes can be attributed to several contributing factors:

- Foundational Skill Deficits: Many students entered Pace performing below grade level in reading, vocabulary, and comprehension, requiring intensive intervention before accessing grade-level content.
- Attendance Challenges: Chronic absenteeism limited instructional time and reduced students' ability to consistently participate in literacy interventions and classroom instruction.
- Engagement Challenges: Many students entered Pace with a history of school disengagement, which impacted motivation, classroom participation, and independent reading practice. Building academic confidence and re-engaging students in learning often required significant time and support before students were able to consistently demonstrate grade-level proficiency.

Achievement vs. Growth Trend: While proficiency remains low, ELA Learning Gains increased from 42% to 56%, indicating that students are making progress, but many have not yet closed enough skill gaps to reach grade-level proficiency.

Intervention Implementation: Evidence-based supports including IXL personalized learning, Scholastic Intensive Phonics Intervention Program (SIPP), small-group reading instruction, and standards-aligned ELA lessons contributed to increased learning gains and will remain a focus area moving forward.

Greatest Decline

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

In Spring 2025, 72% of students assessed through the FAST Science assessment did not score at a proficient level. In Spring 2026, 73% of students assessed through the FAST Science assessment did not score at a proficient level. Several factors contributed to this gap:

- Small testing population, causing individual student performance to have a significant impact on overall proficiency rates.
- Inconsistent student engagement with science content and coursework.
- Attendance challenges that reduced instructional time and exposure to grade-level science standards.
- Gaps in foundational science knowledge among students entering the program.
- Varying levels of reading comprehension, which impacted students' ability to access science assessment content.

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.

ELA Achievement demonstrated the greatest gap when compared to the state average. During the 2025–2026 school year, ELA proficiency was 35%, approximately 25–30 percentage points below district and state performance levels. Several factors contributed to this gap:

- Attendance Challenges: Missed instructional time due to chronic absenteeism can significantly impact ELA achievement, as reading and writing skills require consistent practice and reinforcement.
- Engagement Challenges: Many students enter Pace with a history of school disengagement, which can affect motivation, participation, and academic confidence. Re-engaging students in learning often requires intensive support and time.
- Limited Access to Supplemental Supports: Students may have had limited access to tutoring, enrichment opportunities, or other academic supports prior to enrolling at Pace, resulting in gaps in literacy development.

- Socioeconomic and Social-Emotional Factors: Many students face challenges outside of school, including mental health needs, family instability, and economic hardship, which can impact attendance, engagement, and academic performance.
- Multi-Year Literacy Gaps: Many students enroll at Pace performing below grade level in reading and writing. While students are demonstrating growth, closing multiple years of skill deficits within a single school year remains challenging.

Growth Outpacing Achievement: A positive trend is that ELA Learning Gains increased from 31% to 57%, demonstrating that students are making meaningful progress. However, proficiency rates have not yet caught up to the growth being demonstrated.

Expanded Literacy Interventions: Continued implementation of IXL, small-group instruction, and standards-aligned literacy practices, along with the addition of the Scholastic Intensive Phonics Intervention Program (SIPP), will support ongoing growth and help narrow the gap between Pace students and their district and state peers.

EWS Areas of Concern

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

Chronic absenteeism remains a significant area of concern based on the Early Warning System (EWS) data. During the 2025–2026 school year, 27 high school students missed 10% or more of the school year. Chronic absenteeism continues to impact student achievement by reducing access to instructional time, interventions, and support services. Many Pace students enter the program with a history of school disengagement, and barriers such as mental health needs, family instability, transportation challenges, and other personal circumstances can further affect attendance. The data indicates that improving attendance remains a critical priority, as consistent school attendance is strongly linked to student engagement, academic growth, and overall school success.

Highest Priorities

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

Pace has identified five highest-priority focus areas for the 2026–2027 school year:

1. ELA Achievement and Learning Gains – Increase ELA proficiency and continue improving learning gains through targeted literacy instruction, intervention programs, and standards-aligned practices.
2. Student Attendance – Reduce chronic absenteeism and increase student attendance through individualized attendance plans, family engagement, incentives, and targeted supports.
3. Assessment Engagement – Improve student participation and effort during state and district assessments to ensure student performance accurately reflects academic knowledge and skills.
4. Foundational Reading Skills – Address literacy gaps through implementation of the Scholastic

Intensive Phonics Intervention Program (SIPP), small-group instruction, and personalized learning supports.

5. Credit Attainment and Graduation Readiness – Increase course completion, credit recovery, and on-time graduation by providing targeted academic support, progress monitoring, and individualized student planning.

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

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.

While Pace improved overall learning gains from 31% in 2024-2025 to 57% in 2025-2026, the school did not meet its goal of 75% learning gains. The data indicates positive progress but also reveals a substantial gap between current performance and desired outcomes. Continued improvement is needed to ensure students make accelerated academic growth and reach proficiency expectations.

Learning gains are critical because they measure students' academic growth from one year to the next, regardless of their starting achievement levels. Many Pace students enter the program with significant academic gaps, interrupted educational experiences, and barriers that impact academic performance. Increasing learning gains supports student achievement, credit attainment, graduation readiness, and postsecondary success.

Measurable Outcome

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

By the end of the 2026–2027 school year, Pace Center for Girls, Pinellas will increase the percentage of students demonstrating ELA learning gains from 56% to 75%, as measured by Florida assessment data. While ELA achievement remains our greatest area of need, increasing ELA learning gains is the primary strategy for accelerating student growth and ultimately improving proficiency rates.

Monitoring

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

Progress toward this goal will be monitored quarterly through FAST progress monitoring data, IXL data, intervention participation, and classroom walkthroughs to ensure instructional practices are effectively supporting reading growth.

The administration team and teachers will analyze performance data to identify students requiring additional support and adjust instruction accordingly. Progress will also be monitored through lesson plan reviews, classroom walkthroughs, and literacy intervention outcomes. The administration team will review data throughout the year to evaluate the effectiveness of instructional strategies, ensure fidelity of implementation, and make necessary adjustments to support the goal of increasing ELA learning gains from 56% to 75%.

Person responsible for monitoring outcome

Jennifer Barnhart, Michele Beltran, Eric McManus

Evidence-based Intervention:

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

Description of Intervention #1:

Students will complete IXL ELA activities a minimum of two days per week as part of their reading grade. IXL provides individualized, standards-aligned instruction that adapts to each student's skill level and identifies areas requiring additional support. Teachers will use IXL analytics to monitor progress, assign targeted practice, and inform instructional decisions.

Rationale:

Personalized learning platforms have been shown to improve student achievement by providing instruction tailored to individual needs and allowing for ongoing progress monitoring. According to RAND Corporation's study, Continued Progress: Promising Evidence on Personalized Learning (Pane et al., 2015), students participating in personalized learning environments demonstrated greater academic growth in reading than their peers. Because many Pace students enter with varied skill levels and academic gaps, IXL provides differentiated support that helps accelerate reading growth and increase ELA learning gains. Citation: Pane, J. F., Steiner, E. D., Baird, M. D., & Hamilton, L. S. (2015). Continued Progress: Promising Evidence on Personalized Learning. Santa Monica, CA: RAND Corporation.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Students identified with foundational reading skill deficits will participate in the Scholastic Intensive Phonics Intervention Program (SIPP). SIPP provides explicit, systematic instruction in phonemic awareness, phonics, decoding, fluency, vocabulary, and comprehension. Instruction is delivered in small groups and is designed to accelerate reading achievement for struggling readers.

Rationale:

Research consistently supports explicit and systematic phonics instruction as an effective intervention for students with reading difficulties. The National Reading Panel (2000) found that systematic phonics instruction significantly improves students' word recognition, reading comprehension, and overall reading achievement. Similarly, Ehri et al. (2001) concluded that systematic phonics instruction produces substantial gains for struggling readers. Because prior-year data showed that

only 56% of students achieved ELA learning gains, targeted foundational reading instruction through SIPP was selected to address identified skill deficits and improve student growth. Citations: National Reading Panel. (2000). Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. National Institute of Child Health and Human Development. Ehri, L. C., Nunes, S. R., Stahl, S. A., & Willows, D. M. (2001). Systematic Phonics Instruction Helps Students Learn to Read: Evidence from the National Reading Panel's Meta-Analysis. Review of Educational Research, 71(3), 393–447.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Targeted Literacy Interventions - IXL

Person Monitoring:

Jennifer Barnhart, Michele Beltran, Eric McManus

By When/Frequency:

Monthly

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

Implementation will be monitored through weekly IXL usage reports, proficiency scores, and student participation data. Teachers and administrators will review IXL growth reports, classroom assessment data, and FAST Progress Monitoring results quarterly to determine effectiveness and make instructional adjustments.

Action Step #2

Targeted Literacy Interventions - SIPP

Person Monitoring:

Jennifer Barnhart, Michele Beltran, Eric McManus

By When/Frequency:

Quarterly

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

Implementation will be monitored through intervention schedules, course completions, student attendance, classroom observations, and progress monitoring assessments. Student outcomes will be reviewed quarterly using FAST data.

Action Step #3

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

Person Monitoring:

Jennifer Barnhart, Michele Beltran, Eric McManus

By When/Frequency:

Quarterly

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

The administration team will conduct classroom walkthroughs throughout the school year to monitor implementation of ELA instructional practices. Feedback from walkthroughs will be used to identify strengths, provide coaching support, and inform professional learning opportunities. Evidence of implementation will be monitored through instructional observations, student engagement, and student work samples.

Area of Focus #2

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.

In 2025–2026, Pace tested 93% of eligible students, up from 86% the prior year. The data shows that during the 2024–2025 school year, 50% of students achieved mathematics learning gains. In the 2025–2026 school year, mathematics learning gains increased to 79%, demonstrating significant improvement as a result of targeted instructional strategies and interventions. While this growth reflects substantial progress, data indicates that continued emphasis on mathematics instruction is needed to sustain and accelerate learning gains. Based on prior-year data and research-supported instructional practices, Pace Center for Girls, Pinellas will continue implementing standards-based instruction, daily bell work, targeted small-group learning, and trauma-informed instructional practices to support the goal of increasing mathematics learning gains from 79% to 80%.

Pace will focus on increasing mathematics learning gains through standards-based instruction, daily standards-based bell work, and hands-on small-group learning opportunities. The math teacher will use weekly Florida B.E.S.T. Standards to guide lesson planning and bell work activities to ensure alignment with grade-level expectations and state assessments. Daily bell work will focus on reviewing prerequisite skills, reinforcing previously taught concepts, and addressing identified skill gaps. Students will also participate in small-group instruction, guided practice, and interactive learning activities that promote mathematical reasoning, problem-solving, and application of concepts. These instructional practices provide opportunities for differentiated support while increasing engagement and access to grade-level content.

Measurable Outcome

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

During the 2024–2025 school year, 50% of students achieved mathematics learning gains. In 2025–2026, the school established a goal of 80% mathematics learning gains and achieved 79%, narrowly missing the target while demonstrating substantial growth and progress.

By the end of the 2026–2027 school year, Pace Center for Girls, Pinellas will increase the percentage of students demonstrating mathematics learning gains from 79% to 80%, as measured by Florida assessment data and approved progress monitoring assessments.

Progress toward this goal will be monitored quarterly through FAST Progress Monitoring data, classroom assessments, IXL mathematics data, intervention participation records, and classroom walkthroughs to ensure students are making adequate growth toward proficiency.

Monitoring

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

Implementation and impact of the Mathematics learning gains goal will be monitored through quarterly reviews of FAST Progress Monitoring data, classroom-based assessments, and student growth reports. The math teacher will analyze mathematics performance data to identify skill deficits, monitor progress toward learning goals, and adjust instruction as needed. Progress will also be monitored through IXL Math usage and proficiency reports, intervention participation records, lesson plan reviews, and classroom walkthroughs. The administration team will review data throughout the year to evaluate the effectiveness of instructional strategies, ensure fidelity of implementation, and make necessary adjustments to support the goal of increasing mathematics learning gains from 79% to 80%.

Person responsible for monitoring outcome

Jennifer Barnhart, Michele Beltran, Eric McManus

Evidence-based Intervention:

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

Description of Intervention #1:

The math teacher will provide targeted small-group mathematics instruction based on FAST Progress Monitoring data, classroom assessments, and identified skill deficits. Instruction will focus on priority mathematics standards, problem-solving strategies, mathematical reasoning, and prerequisite skills needed for grade-level success.

Rationale:

Research supports targeted small-group mathematics instruction as an effective strategy for improving student achievement. Gersten et al. (2009) found that students struggling in mathematics make greater progress when instruction is delivered in small groups that provide explicit teaching, immediate feedback, and opportunities for guided practice. The study concluded that interventions based on assessment data are most effective when they target specific skill deficits and provide differentiated support. This evidence supports the use of targeted small-group instruction at Pace to address learning gaps, strengthen mathematical reasoning and problem-solving skills, and increase mathematics learning gains. Continued implementation of this intervention will help sustain growth and support the goal of increasing mathematics learning gains from 79% to 80%. Citation: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle

Schools. What Works Clearinghouse, Institute of Education Sciences.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

The math teacher will continue implementing daily standards-based bell work focused on reviewing prerequisite skills, reinforcing previously taught concepts, and addressing identified skill gaps. Bell work activities will be aligned to grade-level standards and student needs.

Rationale:

Research supports the use of daily standards-based bell work as an effective strategy for improving mathematics achievement and retention of skills. Rohrer and Taylor (2006) found that students who regularly revisited previously learned mathematical concepts through distributed practice demonstrated better long-term retention and stronger performance than students who practiced concepts only within a single unit of study. Daily bell work provides consistent opportunities to review prerequisite skills, reinforce previously taught standards, and address learning gaps before introducing new content. This intervention supports mathematical fluency, strengthens foundational skills, and helps students maintain mastery of grade-level standards. Continuing this practice will support the school's goal of increasing mathematics learning gains from 79% to 80%. Citation: Rohrer, D., & Taylor, K. (2006). The Effects of Overlearning and Distributed Practice on the Retention of Mathematics Knowledge. *Applied Cognitive Psychology*, 20(9), 1209–1224.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Accelerating Mathematics Learning Gains

Person Monitoring:

Jennifer Barnhart, Michele Beltran, Eric McManus

By When/Frequency:

Monthly

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

The math instructor will provide targeted instruction in math, utilizing grade-level and differentiated activities. Student progress will be measured through FAST Mathematics assessments, IXL growth reports, and quarterly reviews of mathematics learning gains to ensure progress toward the goal of increasing learning gains from 79% to 80%.

Action Step #2

Daily standards-based bell work

Person Monitoring:

Jennifer Barnhart, Michele Beltran, Eric McManus

By When/Frequency:

Quarterly

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

step:

Implement daily standards-based bell work and targeted small-group instruction to strengthen mathematical understanding and increase learning gains. Implementation will be monitored through lesson plan reviews, classroom walkthroughs, bell work, completion data, and student work samples. Impact will be measured through classroom assessments, FAST Mathematics Progress Monitoring data, and quarterly reviews of mathematics learning gains.

Action Step #3

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

Person Monitoring:

Jennifer Barnhart, Michele Beltran, Eric McManus Quarterly

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

The administration team will conduct classroom walkthroughs throughout the school year to monitor implementation of mathematics instructional practices. Feedback from walkthroughs will be used to identify strengths, provide coaching support, and inform professional learning opportunities. Evidence of implementation will be monitored through instructional observations, student engagement, and student work samples.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Pace students continue to experience challenges with consistent attendance and engagement, which impact their academic progress and overall success. When students are absent frequently, they miss critical instruction, have fewer opportunities to participate in learning activities, and are less likely to make adequate academic progress. Chronic absenteeism can also contribute to decreased engagement. To address these concerns, we will enhance our Positive Behavioral Interventions and Supports (PBIS) initiatives to strengthen school culture and foster deeper student connections. Additionally, Pace will implement individualized attendance success plans, explore strategies to reduce transportation barriers, and provide community referrals to address family needs and alleviate household stressors that impact student participation.

This area of focus was identified through a review of prior-year attendance and academic data, which indicated that attendance remains a significant barrier to student achievement. School data showed a relationship between lower attendance rates and decreased academic performance for many students. As a result, improving attendance and increasing student engagement were identified as

critical needs. Because chronic absenteeism emerged as a contributing factor across multiple academic areas, improving attendance is expected to positively impact both academic achievement and learning gains.

Measurable Outcome

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

During the 2025–2026 school year, Pace Center for Girls achieved an average student attendance rate of 68%. For the 2026–2027 school year, Pace will increase the average school-wide attendance rate to 80% for all students through monthly attendance monitoring, attendance recognition, and individualized Attendance Improvement Plans for students identified as chronically absent. Pace will collaborate closely with PCS Social Workers and the Child Study Team (CST) to identify and address barriers to attendance and enhance student engagement.

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.

To address this need, Pace will implement a monthly attendance monitoring and recognition system. Students who maintain 80% or higher attendance will be recognized monthly. Students with attendance below 60% will be placed on an Attendance Improvement Plan that includes individualized attendance goals, support strategies, and incentives tied to attendance growth.

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

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

Research supports the use of attendance tracking, goal setting, and positive recognition to promote improved attendance and student engagement when implemented as part of a comprehensive attendance strategy.

Person responsible for monitoring outcome

Jennifer Barnhart, Michele Beltran, Eric McManus

Evidence-based Intervention:

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

Description of Intervention #1:

Balu, R., & Ehrlich, S. (2018). Making Sense Out of Incentives: A Framework for Considering the Design, Use, and Implementation of Incentives to Improve Attendance. Referenced by Attendance Works. According to Attendance Works, schools that use regular attendance monitoring along with recognition and incentives for good and improved attendance can strengthen students' sense of belonging, increase engagement, and promote more consistent school attendance. Incentives are most effective when attendance is tracked frequently, progress is shared with students, and recognition occurs on a regular basis rather than only at the end of the school year

Rationale:

Students who are not regularly attending school have fewer opportunities to engage in instruction, build relationships with staff and peers, complete coursework, and make academic progress. As a result, attendance was identified as a critical area of focus through the review of school attendance and academic performance data. Research supports the use of regular attendance monitoring, goal setting, and positive recognition for students who demonstrate good or improved attendance. Schools that implement ongoing attendance tracking and provide meaningful incentives and recognition can strengthen student engagement, increase school connectedness, and encourage improved attendance habits. To address this need, Pace will implement a monthly attendance monitoring system that recognizes students achieving 80% or higher attendance and provides individualized Attendance Improvement Plans for students with attendance below 60%. These plans will include targeted supports, attendance goals, and opportunities to earn incentives based on demonstrated improvement. The school expects these strategies to increase overall attendance from 68% to 80%, leading to improved engagement, academic achievement, and student outcomes. Citations Attendance Works. (2023). The Power of Positive Connections: Reducing Chronic Absence Through Engagement and Support. Attendance Works. Balfanz, R., & Byrnes, V. (2012). The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools. Johns Hopkins University Center for Social Organization of Schools. Rogers, T., & Feller, A. (2018). Reducing Student Absences at Scale by Targeting Parents' Misbeliefs. Nature Human Behaviour, 2(5), 335–342.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

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

Rationale:

Research from organizations such as Attendance Works, Johns Hopkins University, and the American Institutes for Research (AIR) demonstrates that targeted approaches, including tiered support systems, mentorship, and personalized outreach, can significantly improve student attendance. Attendance Works recommends a tiered framework that includes universal prevention strategies, early intervention, and intensive supports for chronically absent students. Johns Hopkins University emphasizes addressing the root causes of absenteeism through data-driven decision making, cross-sector partnerships, and supports that address health, family, and community barriers. AIR further supports the use of evidence-based interventions, early warning systems, continuous progress monitoring, and customized supports to improve student engagement and attendance outcomes. With attendance rates currently below standard benchmarks, implementing structured interventions allows schools to deploy resources strategically, reduce trial-and-error efforts, and intervene earlier. Evidence-based strategies emphasize not only student accountability but also the identification of systemic barriers, such as trauma, family instability, health concerns, or cultural disconnects, that negatively impact attendance. Addressing these underlying issues helps restore students' sense of belonging and motivation to attend school. Rather than relying on quick fixes, research-supported models advocate for continuous monitoring, adaptive supports, and long-term engagement, ultimately leading to more sustainable improvements in attendance. Citations: Attendance Works. (2022). 3 Tiers of Intervention. <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/> Attendance Works. (2022). Examples of Tiered Practices. <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/examples-of-tiered-practices/> Falconer, C. (2025). All in for Attendance: Collective Action for Public Health Strategies that Address Chronic Absence. Johns Hopkins University Center for School Health. Johns Hopkins University Center for School Health. (2025). All in for Attendance. <https://schoolhealth.jhu.edu/all-in-for-attendance/> American Institutes for Research. (2024). American Institutes for Research Launches AIR Attendance Lab to Help Districts Address Chronic Absenteeism. <https://www.air.org/news/press-release/american-institutes-research-launches-air-attendance-lab-help-districts-address-chronic-absenteeism-through-air-attendance-lab> American Institutes for Research. (2026). Supporting State Efforts to Address Chronic Absenteeism Through AIR's Attendance Lab. <https://www.air.org/resource/spotlight/supporting-state-efforts-address-chronic-absenteeism-through-air-attendance-lab>

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Monthly Attendance Monitoring and Data Review

Person Monitoring:

Jennifer Barnhart, Michele Beltran, Eric McManus

By When/Frequency:

Monthly

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

Attendance data will be reviewed monthly to identify trends, monitor progress toward the schoolwide attendance goal of 80%, and identify students in need of additional support.

Action Step #2

Student Attendance Recognition and Incentive Program

Person Monitoring:

Jennifer Barnhart, Michele Beltran, Eric McManus

By When/Frequency:

Monthly

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

Students who achieve 80% or higher attendance during the month will be recognized through schoolwide incentives and celebrations. Recognition will emphasize both consistent attendance and attendance improvement.

Action Step #3

Individualized Attendance Improvement Plans

Person Monitoring:

Jennifer Barnhart, Michele Beltran, Eric McManus

By When/Frequency:

Weekly, Monthly

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

Students with attendance below 60% will be placed on an Attendance Improvement Plan that includes individualized attendance goals, support strategies, family communication, and incentives tied to attendance growth and goal attainment.

Action Step #4

Engaging Students and Families Through Surveys

Person Monitoring:

Jennifer Barnhart, Michele Beltran, Eric McManus

By When/Frequency:

October 2026 - May 2027/Quarterly

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

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

Area of Focus #2

Other: Enhance self-efficacy skills

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 Center for Girls will focus on strengthening the Positive Learning Environment by enhancing girls' self-efficacy skills across all grade levels. Self-efficacy refers to a girl's belief in her ability to succeed, overcome challenges, make positive decisions, and achieve academic and personal goals. When girls have strong self-efficacy, they are more likely to engage in learning, persevere through

difficulties, advocate for themselves, and demonstrate resilience in both academic and social settings.

This area of focus was identified through review of prior-year academic, behavioral, attendance, and student engagement data, which indicated a need to increase student confidence, ownership of learning, and persistence when faced with challenges. As a strength-based, trauma-informed program, Pace recognizes that many girls have experienced barriers that can impact self-confidence and academic motivation. Enhancing self-efficacy aligns with Pace's mission of helping girls find their voice, achieve their potential, and develop the skills necessary for long-term success. Through intentional opportunities for goal setting, leadership, self-advocacy, positive reinforcement, and reflection on individual growth, Pace will foster a learning environment where girls feel capable, supported, and empowered to succeed.

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.

Based on the Fall 2025 Self-Efficacy Survey, 69% of girls reported moderate to high levels of self-efficacy. By Spring 2027, Pace Center for Girls will increase the percentage of girls demonstrating moderate to high self-efficacy to 80%, as measured by the Self-Efficacy Survey administered every six months.

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.

Progress toward improving student self-efficacy will be monitored through the administration of the Self-Efficacy Survey every six months. Survey results will be reviewed by grade level and for the overall student population to identify growth trends, strengths, and areas requiring additional support. Staff will also review attendance, classroom engagement, academic progress, goal completion, and participation in leadership and self-advocacy opportunities as supplemental indicators of student confidence and resilience.

Data will be discussed during leadership, academic, and social services meetings to determine the effectiveness of implemented strategies and to make adjustments as needed. Girls demonstrating limited growth in self-efficacy will receive targeted supports, including more frequent academic advising, goal-setting activities, and opportunities to practice self-advocacy skills.

Ongoing monitoring will allow staff to identify barriers early and provide timely interventions that strengthen girls' confidence, perseverance, and ownership of their learning. As self-efficacy increases, girls are expected to demonstrate improved engagement, attendance, academic performance, and progress toward personal and educational goals, leading to improved overall

student achievement outcomes.

Person responsible for monitoring outcome

Jennifer Barnhart, Michele Beltran, Eric McManus

Evidence-based Intervention:

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

Description of Intervention #1:

Implement structured goal-setting, strength recognition, accomplishment recognition, and daily problem-solving activities to increase student self-efficacy. Girls will be provided opportunities to set achievable personal and academic goals, identify and build upon their strengths, reflect on accomplishments, and practice problem-solving skills through classroom, advisory, and counseling activities. Staff will provide regular feedback, encouragement, and recognition to reinforce growth and persistence.

Rationale:

Research supports that self-efficacy increases when students set achievable goals, experience success, receive positive feedback, and develop problem-solving skills. According to Bandura's Social Cognitive Theory, mastery experiences are the most influential factor in building self-efficacy because they help students develop confidence in their ability to overcome challenges and achieve goals. Studies have found that students who engage in structured goal setting, self-monitoring, and reflection demonstrate higher levels of motivation, persistence, academic achievement, and self-confidence. A U.S.-based study conducted by Duckworth, Grant, Loew, Oettingen, and Gollwitzer (2011) found that students who used goal-setting and self-regulation strategies demonstrated improved academic outcomes and increased perseverance when faced with obstacles. Additionally, strength-based approaches that intentionally recognize accomplishments and build on individual strengths have been shown to improve student engagement, resilience, and self-efficacy. These findings support the implementation of opportunities for girls to set achievable personal and academic goals through strength and accomplishment recognition and daily problem-solving practice. References Bandura, A. (1997). Self-Efficacy: The Exercise of Control. New York: W.H. Freeman. Duckworth, A. L., Grant, H., Loew, B., Oettingen, G., & Gollwitzer, P. M. (2011). Self-regulation strategies improve self-discipline in adolescents: Benefits of mental contrasting and implementation intentions. Educational Psychology, 31(1), 17–26.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Self-efficacy survey

Person Monitoring:

Jennifer Barnhart, Michele Beltran, Eric McManus Ongoing

By When/Frequency:

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

Implementation will be monitored through self-efficacy survey results administered every six months, student goal-tracking documentation, academic progress reviews, attendance data, and participation in leadership and self-advocacy activities. Data will be reviewed regularly by academic and social services staff to assess effectiveness and identify students requiring additional support.

Action Step #2

Enhance Self Efficacy Skills

Person Monitoring:

Jennifer Barnhart, Michele Beltran, Eric McManus Ongoing

By When/Frequency:

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

Provide opportunities to set achievable personal and academic goals through strength and accomplishment recognition and daily problem-solving practice.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

- Offering Parent Workshops and Academic Coaching: Families attend workshops during

scheduled academic and social events to learn how to support academic skills at home.

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

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)).

Priority Focus Areas: As identified in Part II of the SIP, our priorities are strengthening core instruction, implementing targeted interventions, and improving Tier 1 practices in ELA and Math.

- Extended Learning Time: IXL learning platforms are provided in Reading and Math to help close learning gaps and deepen understanding. Forty percent of learning will be provided through direct instruction and will be directly related to Edmentum course work and the Florida State Standards.
- Small Group Instruction: Every classroom dedicates time daily for small group reading and math instruction based on formative data, ensuring differentiation for all learners.
- Professional Development: Staff receive ongoing training in standards-aligned instruction, AVID strategies, and trauma-informed teaching to improve instructional quality.
- Academic Celebrations: We regularly celebrate student growth through honor roll recognition, academic assemblies, and classroom shoutouts to build motivation and confidence.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs,

adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

- Student Services and Mental Health Programs: We employ three on-site mental health counselors to address student well-being in real time. We also partner with community mental health agencies to provide time and space for students to engage in therapeutic services onsite. Additionally, we provide families with applicable community referrals.
- Community Partners: Organizations like Kind Mouse and the Beth Dillinger Foundation provide food, hygiene products, and clothing to ensure families basic needs are met. Pace also provides referrals to clothing and food banks, free or reduced cost health care, and housing.
- Violence Prevention and PBIS: Our local CASA organization provides psycho-educational groups throughout the year, focused on conflict resolution and reduction of violence. Group curriculum aligns with our mission and the 9 Guiding Principles supported by Pace National Office. Center events, guest speakers, and center student success plans support teachings of productive decision-making, building healthy relationships, and effective communication skills.
- Nutrition Programs: We coordinate with the district's Food and Nutrition Department to ensure all students receive breakfast and lunch at no cost.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Pace offers a dedicated PaceWorks program designed to support girls who are approaching graduation as they prepare for postsecondary education, training, and employment opportunities. Through the PaceWorks class, girls participate in career exploration, workforce readiness activities, and postsecondary planning. Instruction focuses on topics such as interviewing skills, resume development, employability skills, financial literacy, financial aid, and pathways to technical programs, apprenticeships, community colleges, universities, and employment. Girls also gain real-world exposure through career-focused field trips, guest speakers, job shadowing opportunities, and career fairs. The Transition Service Specialist supports students with postsecondary planning, career exploration, and connections to community resources and training opportunities. The Academic Coordinator oversees the GED program and collaborates with the Transition Service Specialist to ensure girls pursuing a GED have access to preparation courses, practice tests, testing opportunities,

and postsecondary transition planning. Additionally, Pace partners with online learning providers to offer flexible credit recovery and alternative educational pathways that support students in meeting their graduation goals.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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

Strategies to Assist Preschool Children

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

N/A

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 (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.

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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