

Santa Rosa County School District

# Pace High School



2022-23 Schoolwide Improvement Plan

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# Pace High School

4065 NORRIS RD, Pace, FL 32571

<http://www.santarosa.k12.fl.us/schools/phs/>

## Demographics

**Principal: Stephen Shell**

Start Date for this Principal: 6/1/2010

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	32%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (61%) 2020-21: (58%) 2018-19: A (65%) 2017-18: B (60%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/13/2022.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Our mission is to provide all students with quality instruction while stressing the importance of respecting others, sharing responsibility, and embracing the concept of lifelong learning.

**Provide the school's vision statement.**

Our vision is for our Patriots to be people who challenge themselves daily and are mindful of others.

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Shell, Stephen	Principal	<p>As the Principal of Pace High School, Mr. Shell supervises all aspects of academics, athletics, extra curricula, personnel, school finances, and campus safety. He ensures that Pace High School operates in alignment with Santa Rosa School Board policies and State of Florida Laws. As the principal, Mr. Shell sets the tone for a collaborative atmosphere focused on the common school mission and vision.</p> <p>Mr. Shell reviews student data to ensure that all students are receiving Tier-1 standards-based instruction and that teachers are implementing strategies and interventions for students and providing professional development for teachers when necessary. Mr. Shell serves as the administrative coordinator for Pace High School's STEAM initiative through designated innovators and feeder-pattern schools in the Pace community.</p> <p>Mr. Shell is actively involved with Pace Community stakeholders. He maintains contact with local leaders, business members, volunteer organizations, and community members. Mr. Shell is a student-centered leader with compassion for faculty, staff, students, and families.</p> <p>Mr. Shell leads the Pace High School Administrative Team by reviewing student data to ensure student growth and graduation for all students. Mr. Shell evaluates the English Department. In addition to evaluating teachers, Mr. Shell is also responsible for evaluating paraprofessionals and the administrative team.</p>
Filbert, Amie	Assistant Principal	<p>Mrs. Filbert oversees the Student Services Department at Pace High School, including two deans, one resource officer, and five support staff. Student Services enforces the Santa Rosa County Code of Student Conduct, as well as the Pace High School Student Handbook and provides appropriate consequences and behavior support when necessary. Student Services also coordinates MTSS with the intent that all students will graduate with a high-school diploma. Priorities for Student Services include behavior education and preventative measures, discipline, truancy, School Advisory Council, School Improvement Plan, Multi-tiered System of Supports (MTSS), progress monitoring (PMPs), Mental Health awareness and support, and CSTAG (Comprehensive School Threat Assessment Guidelines) responsibilities, Suite 360 curriculum, and Anchored 4 Life.</p> <p>Under Mrs. Filbert's guidance and direction, Pace High School's Student Services oversees the front desk and interacts with students, parents, volunteers, and community</p>

Name	Position Title	Job Duties and Responsibilities
		<p>visitors. Mrs. Filbert works with students and families to develop support for all students in need with graduation being the top goal. Through the School Advisory Council, Mrs. Filbert works with community stakeholders to enhance the overall school environment. Mrs. Filbert facilitates MTSS so that students' academics, attendance, and behavior are appropriately monitored and given support when needed.</p> <p>Mrs. Filbert collaborates with the administrative team by examining data and developing an action plan that promotes student growth and achievement with the top priority being graduation. Mrs. Filbert meets weekly with the administrative team to address current issues, review student achievement data, and make adjustments if needed.</p> <p>Mrs. Filbert evaluates the Science Department and several ESE and Elective teachers. In addition to evaluating teachers, Mrs. Filbert is also responsible for evaluating paraprofessionals in these departments as well as Student Services personnel.</p>

Gray,  
Dustin      Assistant  
Principal

Mr. Gray supervises the Guidance Department and Curriculum. He directly oversees six guidance counselors and four support staff. His responsibilities include creating the master schedule, connecting courses to the correct state course codes, developing student schedules that include ESE services when necessary, and assisting teachers with curriculum needs and instructional requirements. He ensures the correct placement of students' courses from remedial to honors, advanced placement (AP), and dual enrollment. He works diligently in collaborating to increase offerings in both academic and career/technical education, with Lockin Technical School and Pensacola State College to meet the needs of over 2,000 students.

The Guidance Department coordinates graduation, award night ceremonies, and arranges participation in College Fair and information nights for parents and students. Mr. Gray works with students and families to minimize drop-out rates and promotes active school involvement through clubs, sports, and student organizations. Mr. Gray collaborates with the administrative team by examining data and developing an action plan that promotes student growth and achievement. Mr. Gray meets weekly with the administrative team to address current issues, review student achievement data, and make adjustments if needed.

Mr. Gray leads department chair meetings to ensure that all

Name	Position Title	Job Duties and Responsibilities
Goodwin, Joey	Assistant Principal	<p>teachers are teaching B.E.S.T Standards with Tier-1 instruction.</p> <p>Mr. Gray evaluates the Math Department and several other elective teachers including industry certification. In addition to evaluating teachers, Mr. Gray is also responsible for evaluating paraprofessionals in these departments as well as Guidance personnel.</p> <p>Mr. Goodwin supervises the management of facilities, state required testing, school safety, school volunteers, and transportation. Mr. Goodwin creates the Pace High School Safety Plan so that it aligns with district and state expectations to ensure that safety is the top priority.</p> <p>Mr. Goodwin works with a testing paraprofessional to coordinate and organize all required school-based testing; which includes locations, test administrators, proctors, scheduling, test security, and documentation protocols.</p> <p>Mr. Goodwin works with contracted custodial staff in maintaining campus grounds and athletic arenas, as well as a clean, safe, and well-kept learning environment. The upkeep of the grounds and athletic facilities is critical for the culture of a successful high school. Visitors attending sporting events and other campus activities find the facilities amicable. Mr. Goodwin also oversees transportation for extra-curricular activities, athletic events and field trips.</p> <p>Mr. Goodwin coordinates professional book studies for Pace High School teachers and teachers from the Pace High School feeder-pattern schools to provide an innovative opportunity for professional development.</p> <p>Mr. Goodwin is the voice of the Patriots and promotes a positive school culture by disseminating important information and announcements through call-outs, afternoon announcements, and the digital marquee.</p> <p>Mr. Goodwin collaborates with the administrative team by reviewing data from state assessments to create an action plan for the up-coming school year. The administrative team meets weekly to address current issues, review student achievement and school-wide progress, and make adjustments when necessary. Mr. Goodwin evaluates the History and Physical Education Department and teachers related to elective courses. In addition to evaluating teachers, Mr. Goodwin is also responsible for evaluating paraprofessionals in these departments.</p>



**Demographic Information**

**Principal start date**

Tuesday 6/1/2010, Stephen Shell

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

**Total number of teacher positions allocated to the school**

105

**Total number of students enrolled at the school**

2,203

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

16

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

20

**Demographic Data**

**Early Warning Systems**

Using prior year's 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	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	622	552	560	507	2241
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	127	116	127	135	505
One or more suspensions	0	0	0	0	0	0	0	0	0	66	69	47	59	241
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	13	31	28	74
Course failure in Math	0	0	0	0	0	0	0	0	0	5	41	38	38	122
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	103	89	86	68	346
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	36	29	29	9	103
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	68	78	90	91	327

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	68	78	90	91	327

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	3	1	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	2	1	4

Date this data was collected or last updated

Thursday 9/8/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	563	599	509	500	2171
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	113	133	144	117	507
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	3	1	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	3	65	39	37	144
Course failure in Math	0	0	0	0	0	0	0	0	0	8	87	55	78	228
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	70	79	81	68	298
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	28	41	11	9	89
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	26	35	35	13	109

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	28	94	73	70	265

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	3	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	5	1	0	6

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	563	599	509	500	2171
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	113	133	144	117	507
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	3	1	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	3	65	39	37	144
Course failure in Math	0	0	0	0	0	0	0	0	0	8	87	55	78	228
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	70	79	81	68	298
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	28	41	11	9	89
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	26	35	35	13	109

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	28	94	73	70	265

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	3	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	5	1	0	6

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	60%	58%	52%	61%			65%	67%	56%
ELA Learning Gains	52%	54%	52%	52%			52%	55%	51%
ELA Lowest 25th Percentile	41%	40%	41%	37%			46%	45%	42%
Math Achievement	61%	57%	41%	63%			68%	65%	51%
Math Learning Gains	47%	49%	48%	40%			38%	49%	48%
Math Lowest 25th Percentile	44%	40%	49%	36%			49%	45%	45%
Science Achievement	71%	69%	61%	70%			97%	91%	68%
Social Studies Achievement	74%	74%	68%	71%			78%	79%	73%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	86%	11%	67%	30%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	79%	78%	1%	70%	9%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	68%	73%	-5%	61%	7%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	66%	1%	57%	10%

**Subgroup Data Review**

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	22	36	33	32	60	68	24	30		92	24
ELL	8	45									
ASN	50	68		55	50			60			
BLK	50	51	39	53	53	65	67	66		100	56
HSP	60	47	22	54	33	18	48	62		100	56
MUL	61	49	45	60	33	36	73	72		87	78
WHT	60	53	41	62	49	43	73	75		94	61
FRL	49	48	44	50	39	36	60	62		90	52
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22	40	31	29	30	19	38	40		100	15
ASN	71	50		62						100	70
BLK	45	48	23	46	39	50	41	33		100	33
HSP	62	53	40	63	53		64	76		96	63
MUL	59	52	47	67	34	20	67	71		97	48
WHT	62	52	37	64	40	37	72	72		95	55
FRL	46	44	33	48	40	37	58	61		92	41
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	35	26	40	42	45	80	52		97	14
ASN	75	50								100	70
BLK	31	42	43	48	26			76		95	32
HSP	67	53	50	70	32	60	100	84		96	58
MUL	67	49	53	69	40	50	100	84		96	55
WHT	66	53	46	68	39	50	96	77		97	61
FRL	50	44	46	62	35	43	100	78		95	37

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	607

<b>ESSA Federal Index</b>	
Total Components for the Federal Index	10
Percent Tested	97%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	27
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
<b>Asian Students</b>	
Federal Index - Asian Students	57
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Analysis of the 21-22 FSA and EOC test data compared to 18-19 and 20-21 FSA and EOC test data shows 9% increase in math learning gains while maintaining the same percentage at 52% for ELA learning gains. Overall math achievement decreased by 7%, along with ELA achievement decreasing 5%. Our lowest quartile students decreased in both math and ELA by 5%. College/Career Acceleration increased by 3%. Graduation Rate decreased by 2%.

All subgroups except, ELL subgroup, were above the Federal Index expectation of 41%.

Our SWD subgroup showed a significant increase in math scores; 30% increase in Math LG, 49% increase in Math L25% LG, 3% increase in Math Achievement, and 2% increase in ELA L25% LG.

Our FRL subgroup showed improvement in Math Achievement by 2% but decreased in Math LG by 1% and Math LG L25% by 1%. Our FRL subgroup consistently showed improvements in ELA; 4% increase in ELA LG, 11% increase in ELA LG L25%, and 3% increase in ELA achievement.

The following subgroups had a decrease in their graduation rate; SWD decreased from 100% to 92%, MUL decreased from 97% to 87%, WHT decreased from 95% to 94%, and FRL decreased from 92% to 90%. The BLK subgroup stayed at a 100% graduation rate and HSP subgroup increased from 96% to 100% graduation rate.

College & Career Acceleration data showed that the SWD subgroup increased 9%, BLK subgroup increased 23%, MUL increased 30%, WHT increased 6%, and FRL increased 11%.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Based off progress monitoring and 2022 state assessments, the components that demonstrate the greatest need for improvement are: overall math achievement, ELA achievement, graduation rate, and ELL proficiency.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

The contributing factors would be the loss of learning for students that went back and forth between remote and a brick and mortar education setting, learning gaps created during quarantines due to the Covid Pandemic learning gaps, language barriers for ELL, and the inability to consistently retain qualified teachers.

This school year we will continue to use the Savass Curriculum in our ELA courses with fidelity to ensure that all students are receiving Tier-1 instruction that is rigorous and standards based. Algebra and Geometry teachers will continue to implement Freckle Math in elective courses for additional practice.

Progress Learning will be implemented for students taking state tested courses. Progress Learning will aid teachers with teaching required state standards, provide resources for teaching the required state standards, and facilitating district assessments to progress monitor students so that we can identify where students are struggling and/or teacher feedback.

Our Math Interventionist and remedial Reading teachers will plan small group instruction, provide students with district approved interventions, and use differentiated instruction so that students meet graduation requirements.

As an administrative team we will provide support for teachers through professional development opportunities and department PLCs (Professional Learning Communities). With providing these supportive measures, it is our goal that teachers will feel supported and remain in the education profession. The administration team will also collaborate with the ESOL liaison, Mrs. Colvin, to provide opportunities for teachers to better facilitate instruction to English Language Learners.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

On the 2021-22 FSA data, our overall learning gains in Math showed the greatest improvement (9% increase). When breaking down data by subgroups, our SWD subgroup show the most overall growth (30% increase in Math LG, 49% increase in Math L25% LG, 3% increase in Math Achievement, and 2% increase in ELA L25% LG).

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Our Math teachers collaborate together to ensure Tier-1 instruction correlates with B.E.S.T standards. Two of our FSA tested courses were taught by Alternative Certification teachers. Alternative Certified teachers have the support of a mentor coach who aided them with planning standard-based instruction, resources, classroom management.

Algebra 1A & 1B, Algebra, Geometry, and Liberal Arts Math teachers all incorporated the evidence-



based program, Freckle Math into their weekly lesson plans and/or as an intervention for students to focus on targeted skills to close learning gaps.

Students with disabilities are strategically placed in math classes with fewer students and provided additional support by an ESE certified teacher.

Students with disabilities receive small group instruction, are strategically with a Learning Strategies teacher to provide additional support in Math courses and Edgenuity when needed, and before and after school tutoring is provided.

**What strategies will need to be implemented in order to accelerate learning?**

Students are receiving standard based instruction daily with a designated learning target and ending each lesson with an exit ticket. Teachers are pre-assessing students to determine if there are deficiencies in prior content knowledge and using common assessments to track student growth. Teachers are collaborating together to follow a pacing guide so that accelerated learning is the expectation so that students meet proficiency by the end of the school year.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

The administrative team and MTSS leadership team will coordinate professional development opportunities for Freckle Math, Progress Learning, Destiny (online library), Savvas Curriculum, ILit45, and STEAM. Additional professional development opportunities will include; standards-based lesson planning, building common assessments, participating in student data reviews, and providing instructional resources.

The administrative team will provide an outline for department PLCs (Professional Learning Communities) to ensure professional growth.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

We will continue to provide tutoring before school for all state tested courses. Wrap-around services will be provided and continued this school year. These services include; CDAC, DJJ tutoring, mentoring, Threat Assessment Meetings, and weekly MTSS meetings that address ELA deficits, Math deficits, truancy, discipline, and at-risk students in each cohort.

Struggling students who are not meeting graduation requirements will receive additional intervention in math from our new math interventionist and ELA intervention from our two remedial reading teachers. Having additional support this year will allow the administrative team to implement and plan interventions effectively, monitor the MTSS process for fidelity, and track data to ensure students are meeting graduation requirements.

Pace High School offers numerous opportunities for students to get involved in extracurricular activities. These extracurricular activities include; clubs, athletics, ROTC, band, chorus, art, and drama. These extracurricular activities promote student achievement in the classroom by giving students a purpose, outside of academics for attending school.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to Graduation**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

While we realize our graduation rate is high, we continue to place emphasis on the graduation rate as students begin 9th grade and believe that such an emphasis on the graduation rate is what maintains the high graduation rate at Pace High School.

Pace High School had a 2% decrease in graduation rate (97% to 95%). This school year the MTSS Leadership Team will meet monthly to discuss at-risk students for each cohort. Students will be individually reviewed to distinguish what interventions and supports need to be put in place for that specific student.

The Pace High School Leadership Team will mentor at-risk seniors to ensure they are completing graduation requirements and have the support to do so.

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

Pace High School expects a 3% increase (95% to 98%) in graduation rate. The expectation is for all students to receive a high-school diploma.

At- Risk students will be monitored monthly by the MTSS leadership team. Academics, discipline, and truancy will be reviewed.

Academics: At-risk students will be monitored through credit checks, progress monitoring, testing opportunities, small group and differentiated instruction by the math interventionist and remedial reading teachers.

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

Discipline: Students who meet district-level set criteria will be placed on Behavior Monitoring Plans. Students who are placed on BMPs will have a teacher mentor. Students will check in weekly with their mentor to discuss grades, discipline, and attendance. Additional behavior interventions will be put in place when necessary.

Truancy: Students who have 10 or more unexcused absences will be placed on a Truancy Monitoring Plan with appropriate interventions in place.

**Person responsible for monitoring outcome:**

Stephen Shell (shells@santarosa.k12.fl.us)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

The evidence based strategy that will be used is MTSS (Multi-Tiered System of Supports). MTSS is defined as a whole-school, data-driven, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems. MTSS offers intentional services and supports that are quickly identified to match the needs of students.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy.**

MTSS assists educators in early identification of students who are not on track for on-time high school graduation. Such identification allows for immediate intervention to target areas of graduate deficiencies such as low GPA, lack of credits, and pending the passing of state assessments. According to John Hattie, Rtl/MTSS has an effect-size of 1.29.

**Describe the resources/criteria used for selecting this strategy.**

<https://mtss4success.org/special-topics/secondary-schools>

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Step 1—Establish roles and responsibilities. The PHS leadership team will determine the frequency and duration of meetings, and develop a shared vision for the team’s work.

**Person Responsible** Amie Filbert (filberta@santarosa.k12.fl.us)

Step 2- Review at-risk students for each cohort to identify students with one or more indicators that put them at-risk for not graduating.

**Person Responsible** Dustin Gray (grayd@santarosa.k12.fl.us)

Step 3- MTSS leadership team members make decisions about assigning individual students to specific interventions in the school, district, and community. All interventions are district level approved.

**Person Responsible** Amie Filbert (filberta@santarosa.k12.fl.us)

**#2. Instructional Practice specifically relating to B.E.S.T. Standards**

**Area of Focus**

**Description and Rationale:**

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

We identified that our Math Achievement percentage decreased by 7% (68% to 61%) and ELA Achievement percentage decreased by 5% (65% to 60%), even with learning gains maintaining at 52% for ELA and a gain of 9% (38% to 47%) for Math. To improve student achievement we plan to provide professional development and resources for teachers in the area of standard-based instruction to ensure that all students are receiving grade level instruction so that student achievement is the priority.

**Measurable Outcome:**

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

Our goal is for Math Achievement and ELA Achievement to both meet the proficiency percentage of 65% for Pace High School students.

**Monitoring:**

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

The PHS leadership team will organize subject area PLCs (professional learning communities). That focus on the four I-observation components. This will ensure that standard-based instruction along with conditions for learning, standards based planning, and professional responsibilities are being learned and applied by teachers so that student achievement is the priority for every course offered at Pace High School.

**Person responsible for monitoring outcome:**

Joey Goodwin (goodwinj@santarosa.k12.fl.us)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

The evidence-based strategy that will be used to improve student achievement is a Professional Learning Community that is designed to assist teachers with learning the I-observation tool and evaluation model. By learning I-observation, teachers will become familiar and confident with standards-based instruction. This will ensure student achievement in all courses; primarily Math and English.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

The best strategy for improving schools and districts is developing the collective capacity of educators to function as members of a professional learning community (PLC) – a concept based on the premise that if students are to learn at higher levels, processes are in place to ensure the ongoing, job-embedded learning of the adults who serve them.

Leaders of Learning (Marzano and Dufour, 2011, p. 21)  
<https://www.learningsciences.com/blog/evaluation-newsletter-march-2021/>

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The PHS leadership team will review individual student data with English and Math teachers. Teachers will be provided individual scores and the scaled scores that are needed in order for students to meet proficiency (expected grade- level achievement level). Teachers are expected to have data chats with each student and communicate with parents when necessary. The expectations of student/teacher data chats are for the student to understand what is needed in order to meet proficiency in their English and Math courses.

**Person Responsible** Amie Filbert (filberta@santarosa.k12.fl.us)

Students will be progress monitored with Progress Learning and FAST assessments so that teachers are able to evaluate student growth and/or learning deficiencies in Math and English. Teachers will receive feedback on their instruction based on the continuum of proficiency.

**Person Responsible** Amie Filbert (filberta@santarosa.k12.fl.us)

The PHS leadership team will regularly meet to collaborate with department heads, teachers who are trained in the new evaluation system, literacy coach, math interventionist, and remedial reading teachers to organize and facilitate I-observation PLCs for each 9 weeks.

- 1st 9 weeks- Review of all 4 I-Observation components
- 2nd 9 weeks- Focus on Standards -Based Planning / Instruction
- 3rd 9 weeks- Focus on Conditions for Learning
- 4th 9 weeks- Professional Responsibilities

**Person Responsible** Stephen Shell (shells@santarosa.k12.fl.us)

**#3. ESSA Subgroup specifically relating to English Language Learners**

**Area of Focus**

**Description and**

**Rationale:**

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

All ESSA subgroups, except our English Language Learners, were above the expectation of 41%. Pace High School's English Language Learners scored a 27% out of the 41% required Federal Index.

**Measurable Outcome:**

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

Our goal is for our English Language Learners to meet the 41% Federal Index.

**Monitoring:**

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

The Pace High School Administration Team and assigned ESOL Liaison, Mrs. Colvin, will closely monitor English Language Learners' growth in Math and English. Common planning time will be provided for teachers to collaborate with the ESOL liaison to ensure English Language Learners are receiving necessary support and have access to resources to overcome their language barriers.

Resources include-

Alex Math, ILit. Ellii.com (online educator platform for instructional support material that aligns with WIDA access standards), Title 3 Tutoring, Newcomer Kit, My tutor.com (Spanish version). Pace High School's ESOL Liaison, Mrs. Colvin, will provide professional development on ESOL strategies for ESOL endorsed teachers.

**Person responsible for monitoring outcome:**

Amie Filbert (filberta@santarosa.k12.fl.us)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Evidence-based strategies that will be implemented include summarizing, inferring, making connections, and asking questions. Collaborative strategic reading, developed for ELLs and other struggling students, is one method that has been shown to be effective in teaching comprehension strategies (Klingner et al., 2012).

<https://www.readingrockets.org/article/using-collaborative-strategic-reading>

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Collaborative Strategic Reading (CSR) teaches students to use comprehension strategies while working cooperatively. The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement in all subject areas.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The ESOL Liaison, Mrs. Colvin will help the PHS leadership team identify all English Language Learners. The leadership team will meet regularly with Mrs. Colvin to review student data to ensure growth in ELA and Math. English Language Learners will be placed on a graduation PMP (progress monitoring plan) to document all interventions that are put into place for the students to become successful and earn a high school diploma.

**Person Responsible** Amie Filbert (filberta@santarosa.k12.fl.us)

Pace High Administration will schedule common planning time for teachers who teach English Language Learners. The teachers will plan with the ESOL Liaison, Mrs. Colvin. When collaborating with Mrs. Colvin the teachers' focus will be ensuring Collaborative Strategic Reading is applied in all subject areas so that reading comprehension and conceptual learning is the priority so that English Language Learners are prepared for graduation and a successful future.

**Person Responsible** Dustin Gray (grayd@santarosa.k12.fl.us)

### Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

#### Describe how the school addresses building a positive school culture and environment.

Pace High School is the product of many moving parts. The Pace High School Leadership Team develops a positive school culture by valuing all facets of school life; teachers, students, and organizations associated with school activities and/or programs that are both academic and extracurricular. By recognizing students' diverse educational needs, the Pace High School Leadership Team focuses on individualization and/or personalization in academics, support services, athletics, and extracurricular activities. The Pace High School Leadership Team recognizes that students have unique backgrounds: socioeconomic, ethnic, racial, educational, cognitive, and physical. Our students have a wide range of needs, and we plan to continue to access as many resources as possible for training and support in all areas listed below to develop the most well-rounded, successful students that earn a high school diploma:

Department Chair Collaboration

School Advisory Council

PTSO support

Booster Clubs

School-Board approved Volunteers

Active Student Government Association



Academic Intervention

Athletic Program

CDAC (Counseling Services)

Suite 360 (Mental Health Curriculum)

SWAT (Students Working Against Tobacco)

Anchored 4 Life

**Identify the stakeholders and their role in promoting a positive school culture and environment.**

School Board and District Staff ensure that high-quality educational resources are available for students and teachers. All employees are provided safe, reliable, and equitable work conditions.

Pace High School administration organizes meaningful parent involvement activities, celebrates achievements for both teachers and students, establishes school norms that build values, sets consistent and positive discipline expectations, models faculty and staff expected behaviors, creates traditions that are fun for students and teachers, encourages innovation in the classroom, provides high-quality professional development opportunities for staff, maintains the physical environment of the school, and keeps staff focused on the school's vision and mission.

Pace High School staff promotes positive relationships with students; models positive and healthy behaviors for the students; provides a safe learning environment in which students can thrive academically; collaborates with each other to problem-solve and strengthen their professional practice and participates in high-quality professional development.

Pace High School Students display positive behavior, engage and take responsibility for their learning, build relationships with their peers, and interact positively.

Parents support their child's education through communication with the teachers and participation in family engagement events. Parents also support their child's learning and development through homework support, social interactions, additional learning opportunities, and promoting healthy lifestyles.

Community members support our schools through volunteering, financial support, and donations of needed supplies.