Santa Rosa County School District

Pace High School

2020-21 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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	34%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: A (65%) 2017-18: B (60%) 2016-17: B (60%) 2015-16: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Santa Rosa County School Board.

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.

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
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Shell, Stephen	Principal	As the principal of Pace High School, Mr. Shell oversees the total school program, including all aspects of the academic, athletic, and extracurricular life of the school. He manages personnel, school finances, and campus safety. He ensures that Pace High School operates in alignment with school board policies, and state laws. As the school leader, Mr. Shell sets the tone for a collaborative atmosphere focused on a common school vision. He uses data to push students and teachers to adopt a growth mindset and challenge themselves daily and leads faculty meetings that maintain forward momentum. Mr. Shell knows the Pace community well. He maintains contact with local leaders, business people, volunteer organizations, and community members from all walks of life. He is a student centered leader, with an obvious heart for the faculty, staff, students, and their families. Visitors, families, and community members know that he is available to hear and address any concerns or praises they have to share. Mr. Shell leads administrative team collaboration when scores are released in the summer to begin examining data and developing an action plan for the coming school year. During the school year, the team meets for weekly scheduled administrative meetings to address current needs, including reviewing the progress of the action plan with revisions made as needed. He has significant trust in his administrative team and supports them in each of their departments. In the 2019-2020 school year, his instructional group consists primarily of teachers and paraprofessionals in the areas of English Language Arts and some electives across the curriculum.
Goodwin, Joey	Assistant Principal	Mr. Goodwin oversees facilities management and state testing. He takes the lead in creating the School Safety Plan which aligns with district and state expectations. He also works closely with a testing paraprofessional to coordinate and organize all required school-based testing. These logistics include locations, test administrators, proctors, scheduling, test security and documentation protocols. As coordinator for facilities, he works with our contracted custodial staff in maintaining campus grounds and athletic arenas, as well as a clean, safe, and well-kept learning environment. He leads several professional book studies each year for teachers in our school and schools in our feeder pattern. The upkeep of the grounds and athletic areas is critical in high school life. Visitors attending sporting events and other campus activities find the facilities amicable. He is the voice of Pace High School for disseminating information through call-outs, afternoon announcements, and the digital marquee. When scores are released in the summer, Mr. Goodwin collaborates

Name	Title	Job Duties and Responsibilities
		with the administrative team to begin examining data and developing an action plan for the coming school year. During the school year, the team meets for weekly scheduled administrative meetings to address current issues, review school-wide progress, and make adjustments as needed. In the 2019-2020 school year, his instructional group consists primarily of teachers and paraprofessionals in the areas of social studies, physical education, and some electives.
Gray, Dustin	Assistant Principal	Mr. Gray supervises the Guidance Department and all campus curriculum. He directly oversees five guidance counselors, and three support staff. His responsibilities include creating the master schedule, connecting courses to the correct state course codes, developing student schedules including ESE services as necessary, and assisting teachers with curriculum needs and instructional requirements. He ensures the correct placement of students in leveled courses from remedial to honors, advanced placement (AP), and dual enrollment. Collaborating to increase offerings in both academic and career/technical education, he works with Locklin Technical School and Pensacola State College to meet the needs of over 2,000 students. His department spearheads coordination of graduation and award night ceremonies, and arranges participation in college fair and information nights for parents and students. He works with students and families to minimize drop-out rates and promotes active school involvement through clubs, sports, and student organizations. When scores are released in the summer, Mr. Gray collaborates with the administrative team to begin examining data and developing an action plan for the coming school year. During the school year, the team meets for weekly scheduled administrative meetings to address current issues, review school-wide progress, and make adjustments as needed. Mr. Gray leads department chair meetings, and handles instructional matters. For the 2019-2020 school year he oversees the Math Department and several other elective teachers including some in industry certification. He will evaluate teachers and paraprofessionals primarily in these areas, as well as in guidance.
Starr, Colleen	Assistant Principal	Mrs. Starr oversees the student services division of Pace High School, including two deans, two resource officers, and five support staff. Student services enforces the Santa Rosa County Code of Student Conduct, as well as the student handbook and provides consequences as needed. Priorities include; behavior education and preventative measures, discipline, attendance, School Advisory Council (SAC)/School Improvement Plan, Progress Monitoring Plans (PMPs), and Multi-tiered System of Supports (MTSS). She serves as the administrative coordinator for our STEAM initiative through our Innovators.

Name	Title	Job Duties and Responsibilities
		Under Mrs. Starr's direction, the Student Services staff runs the front desk of the school and interacts with students, parents, volunteers, and community visitors. Mrs.Starr works with students and families to develop behavior plans to support student learning for general education students, as well as exceptional education students. She works to help ensure that behaviors and attendance do not hinder timely graduation. Through SAC she works with community stakeholders to enhance the overall school program. When scores are released in the summer, Mrs. Starr collaborates with the administrative team to begin examining data and developing an action plan for the coming school year. During the school year, the team meets for weekly scheduled administrative meetings to address current issues, review school-wide progress, and make adjustments as needed. Mrs. Starr works with department chairs to promote STEAM in all classes. For the 2019-2020 school year she primarily oversees science and ESE department teachers and paraprofessionals. She facilitates the MTSS process with teachers, guidance staff, and administration to implement interventions that address needs in students' academics, attendance, and behavior.

Demographic Information

Principal start date
Tuesday 6/1/2010, Stephen Shell

Number of teachers with a 2019 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 2019 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.*
3

Total number of teacher positions allocated to the school
97

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education

2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	34%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (65%) 2017-18: B (60%) 2016-17: B (60%) 2015-16: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Jeff Sewell](#)
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

Part II: Needs Assessment/Analysis

School Data
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	2019			2018		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	65%	67%	56%	64%	65%	56%
ELA Learning Gains	52%	55%	51%	55%	55%	53%
ELA Lowest 25th Percentile	46%	45%	42%	41%	44%	44%
Math Achievement	68%	65%	51%	62%	63%	51%
Math Learning Gains	38%	49%	48%	41%	49%	48%
Math Lowest 25th Percentile	49%	45%	45%	36%	43%	45%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Science Achievement	97%	91%	68%	65%	70%	67%
Social Studies Achievement	78%	79%	73%	85%	80%	71%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
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
09	2019	66%	65%	1%	55%	11%
	2018	60%	61%	-1%	53%	7%
Same Grade Comparison		6%				
Cohort Comparison						
10	2019	63%	64%	-1%	53%	10%
	2018	67%	65%	2%	53%	14%
Same Grade Comparison		-4%				
Cohort Comparison		3%				

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
2019	97%	86%	11%	67%	30%
2018	65%	69%	-4%	65%	0%
Compare		32%			

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	79%	78%	1%	70%	9%
2018	85%	78%	7%	68%	17%
Compare		-6%			

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	68%	73%	-5%	61%	7%
2018	47%	67%	-20%	62%	-15%
Compare		21%			

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	67%	66%	1%	57%	10%
2018	72%	65%	7%	56%	16%
Compare		-5%			

Subgroup Data

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 2016-17**	**C & C Accel 2016-17**
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

2018 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 2015-16**	**C & C Accel 2015-16**
SWD	36	45	37	37	32	10	44	59		84	26
ASN	57	64						75			
BLK	43	52	53	42	28	29	36	59		89	38
HSP	54	51	27	43	45		79	81		100	44
MUL	59	46	27	51	35	17	64	83		95	58

2018 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 2015-16	C & C Accel 2015-16
WHT	66	56	42	65	42	43	66	87		94	60
FRL	52	52	39	52	34	19	52	77		87	42

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index

ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	649
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students

Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
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	65
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	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Math learning gains 38% in 2019, down from 41% in 2018. 2019 district average 49%, state average 48%. (Renaissance Algebra Test A, September 2019, 3.1 average

achievement level and 809.1 scale score. Test B, January 2020 3.4 and 829.9). (Renaissance Geometry Test A, September 2019, 3.5 average achievement level and 841.3 scale score. Test B, January 2020 3.9 and 871.1).

Most 8th graders now take Algebra I in the 8th grade, so the 9th graders who take Algebra I are typically students who are new to the area or students who struggle in math. The 2019-20 9th grade cohort was much larger than in previous years with more students who struggle with academics for a variety of reasons. The group was roughly 150 students more than the graduating senior class. The 20-21 9th grade cohort is even larger. This trend is expected to continue for the foreseeable future. We are unsure at this point what the full effects of Covid 19 will be on our enrollment in the brick and mortar or remote learning options.

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

Social studies (US history) declined from 85% in 2018 to 78% in 2019. US History was newly open to freshman. (Unify American History data: test A, September 2019, average correct 16.9/39 43.30%. Test B, January 2020, 19.9/40, 49.98%.)

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

We were above state averages in all areas except math learning gains. As stated in section a. above, Most 8th graders now take Algebra I in the 8th grade, so the 9th graders who take Algebra I are typically students who are new to the area or students who struggle in math. The 2019-20 9th grade cohort was much larger than in previous years with more students who struggle with academics for a variety of reasons. The group was roughly 150 students more than the graduating senior class. The 20-21 9th grade cohort is even larger. This trend is expected to continue for the foreseeable future. We are unsure at this point what the full effects of Covid 19 will be on our enrollment in the brick and mortar or remote learning options.

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

Science EOC improved from 65% in 2018 to 97% in 2019. Biology Honors was the only tested course for the year because Biology was moved to the 10th grade curriculum. (Unify biology test data for progress: test A September 2019 average score 14.8/34, 43.54%. Test B, January 2020 21.8/40, 54.85%). We know that this year we should see a drop in the scores because the 10th grade regular Biology students will test in addition to the 9th grade Biology Honors students. Our expectation is that an extra year of science with a crossover in standards, coupled with another year of maturity before taking the Biology EOC will better equip the 10th grade regular Biology students for success.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

N/A (for K-8 schools only)

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

1. Math Learning Gains
2. English Language Arts (ELA) Learning Gains. (Not an area defined above but was a

focus last year to cover all core areas.) (Renaissance test A/B : 9th grade 3.0/3.1 and 965.7/1013.0, 10th grade 3.1/3.2 and 1046.8/1083.5, 11th grade 1.8/1.8 and 774.7/769.6, 12th grade 1.7/1.8 and 804.3/845.2). Learning gains for the cohort as well as learning gains for the lowest quartile are a critical area of focus for continual success. We saw the percentage of student success decline from 2018 to 2019, so this is an area that needs to be an ongoing area of focus. We would like to take our ELA learning gains above the district and state averages to lay a foundation of success for students in all other tested areas. Additionally, we have four (4) new English teachers this year (20-21). Most teach the 9th and 10th grade cohorts. The final factor whose impact we can't accurately predict is the impact of COVID 19 on attendance for both students and teachers -the potential for lost instructional time greater than in previous years.
3. Social Studies - US History
4. Science - Biology based on the fact that last year only Biology Honors students tested and in 20-21 both Biology Honors and regular Biology students will test.
5. The addition of Industry certification courses (Cybersecurity in 20-21) and an increase of participation in CAPE classes by 5%.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	In 2019, 38% of eligible students achieved learning gains in Algebra I and Geometry. Yet 49% of students in Santa Rosa County demonstrated gains, and 48% demonstrated gains statewide. Pace High's 2018 scores showed that 41% of students earned gains. Pace High would like to increase our percentage of gains to match or exceed the district/state scores.
Measureable Outcome:	Math teachers and Pace High administration aim for 49% of eligible students to show learning gains on the 20-21 state assessments, to match the current district average. This will be an increase of 11 percentage points overall, getting us back on par with the district and the state.
Person responsible for monitoring outcome:	Dustin Gray (grayd@santarosa.k12.fl.us)
Evidence-based Strategy:	Problem solving strategies (Hattie 2015) used in math instruction, especially through the use of STEAM (science, technology, engineering, arts, and math) strategies, will be used to help students create connections between math concepts and life applications to keep content relevant.
Rationale for Evidence-based Strategy:	According to John Hattie (Visible Learning, 2015) problem solving has a strong impact on student learning (.61). When applied effectively, student engagement increases which leads to increased student learning. When students learn to think critically and solve problems in math, they are learning a transferable skill that can assist them in every content area and in life in general. Effective use of problem solving should increase learning gains in math, especially for our lowest performers.

Action Steps to Implement

1. Professional Development with District Teacher on Special Assignment (TSA) for secondary math.
2. Professional Learning Communities (PLC) - Lesson sharing and common planning within the math department.
3. Santa Rosa County Turnkey teacher platform - vetted STEAM lesson plans and instructional techniques.

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

#2. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale:	To foster high engagement and to connect learning to real life, we offer a variety of industry certification courses that have a school to work focus. Some students take advantage of our partnership with Locklin Vo-Tech to split their school day between academics at Pace High and career/Industry certification courses at Locklin. Providing high interest courses on our campus through our collaborative effort broadens our range of learning opportunities available to students who may be more interested in career certifications than in academic pursuits. Providing options for students who may or may not be college bound positively impacts school attendance and student performance. Students then see the relevance between high school education and their lives. This year we added a new Cybersecurity course on our campus through a collaborative with Locklin Vo-Tech.
Measureable Outcome:	Participation in this course has maxed out for this first year, and our goal is to increase the number of certifications we can offer or increase the number of participants by 5%.
Person responsible for monitoring outcome:	Dustin Gray (grayd@santarosa.k12.fl.us)
Evidence-based Strategy:	Using Career Relevant courses in the curriculum to "increase student academic performance by providing rigorous and relevant curriculum opportunities." (CAPE Act) This initiative supports local community and regional economies and provides "state residents with access to high-wage and high-demand careers" (Cape Act). https://ccsso.org/sites/default/files/2018-10/Credential_Currency_report.pdf https://www.burning-glass.com/wp-content/uploads/credentials_matter_May2019.pdf
Rationale for Evidence-based Strategy:	As noted above, when education is relevant to students' lives, engagement and attendance would improve because students are invested in their education in a new way. Workforce Education is a growing influence in Pace High. Growing this program will round out student education and equip them with skills that transfer from the classroom to the workplace with a high degree of success in well-paying non-college degree fields. Creating a foundation of personal success in the workplace after graduation means we are investing in equipping students for now, as well as for after graduation.This avenue provides welcome relief for many students who need to know their education can be tailored to their individual needs.

Action Steps to Implement

1. Promote participation in Workforce Education classes.
2. Monitor student success in CAPE courses.
3. Extend collaboration with Locklin Vo-Tech and other community resources to provide opportunities for students.
4. Add Industry Certification courses as feasible.
5. Expand participation in the Cybersecurity program of study, as well as in other CAPE courses.

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

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	English Language Arts (ELA) learning gains for both the 9th and 10th grade cohorts, as well as learning gains for the lowest quartiles in both cohorts, are a critical area of focus for continual success. We saw the percentage of student success decline from 2018 to 2019, so this is an area that needs to be an ongoing area of focus. Without a testing cycle in 19-20, the group of students impacted by the 2020 testing cycle is much larger, encompassing three cohort groups - 9th, 10th, and 11th graders. Last year's 10th graders haven't yet met the graduation requirement for ELA. Additionally, we have four (4) new English teachers this year (20-21). Most teach the 9th and 10th grade cohorts. The final factor whose impact we can't accurately predict is the impact of COVID 19 on attendance for both students and teachers -the potential for lost instructional time greater than in previous years.
Measureable Outcome:	We would like to take our ELA learning gains above the district/state averages to lay a foundation of success for students in all other tested areas.Pace High School's goal is to increase the percentage of students with learning gains to at least 55% to meet the district average.
Person responsible for monitoring outcome:	Stephen Shell (shells@santarosa.k12.fl.us)
Evidence-based Strategy:	Focusing on problem solving as a foundation for critical thinking (Hattie, Visible Learning, 2015), we will integrate STEAM strategies, specifically the four Cs (creativity, collaboration, critical thinking, and communication), in conjunction with the district's adopted high school ELA SpringBoard curriculum.
Rationale for Evidence-based Strategy:	There is a district and school-wide focus on STEAM strategies in all classes. Pace High has started a second generation of STEAM Innovators who plan to provide learning opportunities for teachers across all content areas. Implementation of these strategies can lead to increased student engagement and stronger attendance patterns. Working in collaboration with a trainer from Discovery Education, our Innovators are making an impact on instructional practices school-wide. Because the impact of COVID 19 on this school year is not fully known at this point, an initiative that promotes engagement and attendance by hands-on student participation is a positive addition to school life. Also the skills that are involved in STEAM instruction are transferable to student lives beyond the classroom.

Action Steps to Implement

1. Continue collaboration with Jackie Gonzales, Discovery Education trainer for STEAM
2. Implement learning opportunities for teachers on STEAM strategies and lessons
3. Implement Studio Board by Discovery Education for idea sharing/collaboration
4. Utilize grade level PLCs and team planning, lesson sharing and collaborative lesson creation to strengthen instruction in ELA and support new teachers.

Person Responsible	Colleen Starr (starrc@santarosa.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Social Studies and Science:
1. School Leadership will provide opportunities for teacher collaboration and professional growth, as well as encourage teachers to participate in district Professional Development opportunities in social studies and science.
2. Promote school-wide STEAM initiative with teachers in Social Studies and Science.
3. Additionally, they will monitor classroom progress for rigorous instruction.
4. Utilize MTSS procedures to form a background of support for academics, behavior and attendance, helping to close the performance gap for students.
5. Support teachers in all content areas through the uncertainties of the COVID 19 pandemic.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Pace High School is the sum of many moving parts. School leadership leads the way in developing a positive school culture by valuing all facets of school life, all teachers and students, and all organizations associated with school activities or programs-both academic and extracurricular. Recognizing students' diverse educational needs, school leadership focuses on individualization/personalization in academics, athletics, and extra-curricular activities, as well as in support services provided. We recognize that students have different backgrounds socioeconomically, ethnically, racially, educationally, cognitively, and physically. 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 including micro lessons to increase awareness for ethnic/racial diversity. Listed below are other ways Pace High School promotes positivity and a family atmosphere conducive to personal and professional growth for students and teachers, utilizing stakeholder groups:
Active Department Chair collaboration
School Advisory Council
PTO support
Various Booster organizations
Mentoring organizations

School-Board approved Volunteers
Active Student Government Association collaboration in school life
Strong Academic Instruction
Strong Athletic program
Collaboration with Community social service organizations, such as CDAC, and other
community mental health organizations

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school
site.