

# Florida Department of Education



## School Improvement Plan (SIP)

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

**for Juvenile Justice Education Programs**

**PACE Center for Girls, Pasco County**

**2012–2013**

**2012 – 2013 SCHOOL IMPROVEMENT PLAN**

**PART I: SCHOOL INFORMATION**

School Name: PACE Center for Girls, Pasco County	District Name: Pasco
Principal: Shelia Bryan	Superintendent: Heather Fiorentino
SAC Chair: MTEC - Dr. Adam Dahmer  PACE Board of Directors – Tina Shelton	Date of School Board Approval: October 16, 2012

**Student Achievement Data:**

Use data from the Common Assessment to complete reading and mathematics goals. Programs may include math data from the math assessment used in 2011–2012.

**Administrators**

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List your school's on-site administrators who are responsible for educational services (e.g., principal, lead educator) and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Principal	Shelia Bryan	B.A.  Consumer Science  M. Ed.  Education Leadership	7	17	Education Center and schools have never made AYP
Assistant Principal	Thomas J. Brochu	B.S.  Physical Education  M.A.  Education Foundations Policy & Administration  Ed. S.  Education Administration	4	17	Education Center and schools have never made AYP
Academic Manager	Chris Lemon	B.S. Psychology	4.5	4.5	

## Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science.

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Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Reading	Tim Guy	M.ED. Ed. Leadership	3	3	

### Effective and Highly Effective Teachers

List your school's highly effective teachers and briefly describe their certification(s), number of years at the current school, number of years as a teacher, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. ***Highly effective teachers refers to teachers who provide instruction in core academic subjects, hold an acceptable bachelor's degree or higher, have a valid temporary or professional certificate, and whose students demonstrate learning gains via the common assessment, end of course exams, or any supplemental assessment the school uses.***

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Teacher	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Science	Christy Toney	B.S. Elem. ED / BA Psych Biology 6-12, General Science 5-9, Social Science 6-12	7.75	14	
English	Amy Curran	BSW English 6-12 , Reading Endorsement	12	5.5	
Social Studies	Rebecca Russell	BA Women's Studies Social Science 6-12	8	8	
Language Arts , Reading	Dora Martin	B.S / Language Arts 6-9, Reading Endorsement	0	11	

### Effective and Highly Effective Teachers

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Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. N.A.			

### *Non-Highly Effective Instructors*

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who are NOT highly effective.

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1(One)	Staff Development in Language Arts

### *Staff Demographics*

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ES OL Endorsed Teachers
4	0%	25%	75%	0%	0	100%	50% (2)	0%	100%

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***Teacher Mentoring Program***

Please describe the school’s teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N.A.			

***\*Grades 6-12 Only-*** Sec. 1003.413 (2)(b) F.S

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Teachers engage with students in Reading Aloud in all subjects, creating Word Walls, and posting Daily Learning Goals.

Teachers collaborate on study units, use comprehension worksheets, and vocabulary quizzes and tests.

***\*High Schools Only***

Note: Required for High School- Sec. 1003.413 (2)(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Pace Center for Girls is planning to improve comprehension through increased usage of decoding skills and also teaching and demonstration of understanding vocabulary. We are planning to connect the content to the student’s progression. Also with the use of our weekly staff meeting for all staff to have input on classroom outcomes and areas of concern that has been displayed during instruction.

How does the school incorporate students’ academic and career planning, as well as promote student course selections, so that students’ course of study is personally meaningful to their future?

All students have a Transitions Portfolio to plan for their future. This portfolio contains test results, academic planning - such as print outs from Florida Choices program, learning activities related to completing applications for employment, budgeting, purchasing, as well as Life Skills activities. In addition, a District School Board of Pasco

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Counselor is on campus one full day per week to meet with students regarding their academic planning. Young Ladies are enrolled in Spirited Girls class.

### *Postsecondary Transition*

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

The standards used in the schedules of classes will be obtained from the entrance assessments and career interests from the students as well. Standards will be based to career readiness and for relevance.

The Transition Services Coordinator maintains contact with the youth, parent, and guidance counselors of local schools to aid in the transition process when a girl returns to her zoned school or to adult education, whichever is appropriate. Additionally, the Transition Services Coordinator facilitates monthly groups at the schools.

Opportunities for credit recovery are available through NovaNet based curriculum and through summer school availability at PACE

## **PART II: EXPECTED IMPROVEMENTS**

### **Reading Goals**

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

#### **Guiding Questions to Inform the Problem-Solving Process**

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- Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains?
- What percentage of students made learning gains?
- What was the percent increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

READING GOALS	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		



**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

<p><b>1. % of students making learning gains in reading.</b></p> <p><u>Reading Goal #1:</u></p>	<p>1.1. PACE Students often have lapses in their education histories</p>	<p>1.1. PACE offers a 230 day school year, which in turn offers students with additional instructional hours through which learning gains can increase.</p> <p>PACE Pasco class sizes do not exceed 14 students per class, enabling more intensive individualized assistance</p> <p>PACE maintains close contact with the families, making calls to check on attendance, for students who are absent without prior parental notification to the Center.</p>	<p>1.1. The Academic Manager creates and gets approval through the PACE Organization and Local School board for the 230 day School Calendar annually and in creation of class schedules assures that class sizes do not exceed the limit of 14 students per instructional period.</p> <p>Individual Therapists begin making parental notifications for any girl absent within an hour of the school day beginning.</p>	<p>1.1. Classroom teachers meet with each student on a weekly basis to review current grades in all classes, and work with the students to discover what is hindering performance, develop a plan of performance improvement, and recognize positive performance and attendance.</p> <p>All testing information (formerly BASI) as well as FCAT results are shared with teachers upon enrollment in order for teachers to be aware of each students strengths and areas needing assistance.</p>	<p>1.1. Progress is monitored through Weekly Academic Progress reporting, Attendance Documentation, FAIR Assessments, and additional forms of standardized testing inclusive of FCAT</p>		
<p>In the 2012-2013 school year, at least 90% of PACE Center for Girls students present for both Survey 2 and 3 FTE periods will make learning gains in reading as demonstrated by FCAT Scores</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>11 of 32 passed the 2011-2012 READING FCAT</i></p>	<p><i>23 out of 26 will pass the 2012-2013 Reading FCAT</i></p>					

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		1.2. Students have demonstrated a consistent lack of grade appropriate vocabulary skills	1.2. All teachers will instruct course specific vocabulary lessons within their curriculum.	1.2. All Academic Staff members	1.2. Academic manager will review lesson plans, weekly assignment lists, and make monthly classroom observations to ensure that vocabulary lessons are being conducted as a part of course curriculum.	1.2. Lesson Plans, Supervisory sessions	
		1.3. Students lack the endurance in reading and comprehending longer, more complex sections of text	1.3. The English/Reading teacher will utilize the results of testing (FAIR, FCAT, and STAR) to determine the students reading level, and utilize reading selections that infuse length and complexity to improve academic endurance	1.3. English/Reading Instructor	1.3. Academic Manager will discuss through supervision and observe through lesson plans and classroom observation to ensure that student are being exposed to longer reading selections	1.3. Lesson Plans, Performance Progress tracking, Supervisory sessions	

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>  <u>Reading Goal #2:</u>  NA: This is a voluntary, non-residential drop out prevention placement with a very transient enrollment population						

**Reading Professional Development**

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator  And /or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Fair Testing Data Analysis  & Common Core Curriculum Standards	6-12				Reviewing of accumulated data and discussion regarding current issues and strategies	Thomas Brochu, Tim Guy

**Reading Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities/materials.			
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**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A Title I Funds used as primary source			
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Curriculum Standards	District Office – Staff Development		
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total:</b>			

*End of Reading Goals*

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<b>MATHEMATICS</b>	<b>Problem-Solving Process to</b>						
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**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

<b>GOALS</b>	<b>Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>1. Percentage of students making learning gains in mathematics.</b></p> <p><u>Mathematics Goal #1:</u></p>	<p>I.1.</p> <p>PACE Students often have lapses in their education histories</p>	<p>I.1.</p> <p>PACE offers a 230 day school year, which in turn offers students with additional instructional hours through which learning gains can increase.</p> <p>PACE Pasco class sizes do not exceed 14 students per class, enabling more intensive individualized assistance</p> <p>PACE maintains close contact with the families, making calls to check on attendance, for students who are absent without prior parental notification to the Center.</p>	<p>I.1.</p> <p>The Academic Manager creates and gets approval through the PACE Organization and Local School board for the 230 day School Calendar annually and in creation of class schedules assures that class sizes do not exceed the limit of 14 students per instructional period.</p> <p>Individual Therapists begin making parental notifications for any girl absent within an hour of the school day beginning.</p>	<p>I.1.</p> <p>Classroom teachers meet with each student on a weekly basis to review current grades in all classes, and work with the students to discover what is hindering performance, develop a plan of performance improvement, and recognize positive performance and attendance.</p> <p>All testing information (formerly BASI) as well as FCAT results are shared with teachers upon enrollment in order for teachers to be aware of each students strengths and areas needing assistance.</p>	<p>I.1.</p> <p>PACE Students often have lapses in their education histories</p>		

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<p><i>In the 2012-2013 school year, at least 90% of PACE Center for Girls students present for both Survey 2 and 3 FTE periods will make learning gains in reading as demonstrated by FCAT Scores</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>16- out of 21</p>	<p>9 out of 10</p>					

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	<p>1.2.</p> <p>Students often begin the school year with below grade level mathematical skills as shown by previous FCAT results, grades, and other standardized testing</p> <p>1.3.</p> <p>Students are not always properly grouped for differentiated instruction as a result of teacher/student ratios, and limited instructors</p>	<p>1.2.</p> <p>Each PACE girl receives an individualized academic plan that identifies specific areas needing improvement in math and establishes goals developed to aid in improving mathematical performance based on her specific areas of need</p>	<p>1.2.</p> <p>Academic Manager, Teachers</p>	<p>1.2.</p> <p>Students are tested upon enrollment to determine area of need / proficiency in math. This info, along with previous testing results &amp; prior academic grades, is shared with the teachers to develop Individualized Academic Plan as well as help in determining specific supplemental instructional needs</p>	<p>1.2.</p> <p>Students often begin the school year with below grade level mathematical skills as shown by previous FCAT results, grades, and other standardized testing</p>	<p>1.2.</p> <p>Each PACE girl receives an individualized academic plan that identifies specific areas needing improvement in math and establishes goals developed to aid in improving mathematical performance based on her specific areas of need</p>	
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

		1.3. Efforts will be made in class scheduling to group together students for which there will be an EOC exam into "pure" classes and not multi-level classrooms	1.3. Academic Manager	1.3. Academic Manager will create the master schedule with efforts to ensure that students in Algebra I, Algebra IB, and Geometry courses are as "pure" as possible.	1.3. Students are not always properly grouped for differentiated instruction as a result of teacher/student ratios, and limited instructors	1.3. Efforts will be made in class scheduling to group together students for which there will be an EOC exam into "pure" classes and not multi-level classrooms	
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## Mathematics Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

<h3>Guiding Questions to Inform the Problem-Solving Process</h3>
<ul style="list-style-type: none"> <li>■ Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012.</li> <li>■ What percentage of students made learning gains?</li> <li>■ What was the percent increase or decrease of students making learning gains?</li> <li>■ What are the anticipated barriers to increasing the percentage of students making learning gains?</li> <li>■ What strategies will be implemented to increase and maintain proficiency for these students?</li> <li>■ What additional supplemental interventions/remediation will be provided for students not achieving learning gains?</li> </ul>

\* When using percentages, include the number of students the percentage represents (e.g. 70% (35)).

Based on Ambitious but Achievable Annual Measurable	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
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May 2012  
Rule 6A-1.099811  
Revised May 25, 2012



**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

Objectives (AMOs), Reading and Math Performance Target							
<b>2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>  NA: This is a voluntary, non-residential drop out prevention placement with a very transient enrollment population						

**Algebra End-of-Course (EOC) Goals**

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

<b>Algebra EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>1. Students scoring at Achievement Level 3 in Algebra.</b></p>	<p>1.1. Lack of Prerequisite knowledge and lack of critical thinking skill  Poor school attendance prior to enrolling in PGA</p>	<p>1.1. Remediation and basic skill development.</p>	<p>1.1. Math Teacher</p>	<p>1.1. Practice, student accountability  Core K12 Pre Test</p>	<p>1.1. Algebra 1 EOC and  Core K12 post test</p>		
<p><u>Algebra Goal #1:</u></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
<p>50% (1/2) will achieve level 3 or above</p>	<p>14-22 passed</p>	<p>2 of 4 will pass</p>					
		<p>1.2. Students often begin the school year with below grade level mathematical skills as shown by previous FCAT results, grades, and other standardized testing</p>	<p>1.2. Each PACE girl receives an individualized academic plan that identifies specific areas needing improvement in math and establishes goals developed to aid in improving mathematical performance based on her specific areas of need</p>	<p>1.2. Academic Manager, Teachers</p>	<p>1.2. Students are tested upon enrollment to determine their areas of need and area of proficiency in math. This information, along with previous testing results and prior academic grades, is shared with the teachers and is utilized to develop[ an individualized Academic Plan as well as help in determining specific supplemental instructional needs</p>	<p>1.2. Students often begin the school year with below grade level mathematical skills as shown by previous FCAT results, grades, and other standardized testing</p>	

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Algebra Goal #2:</u>  <i>NA. No students scored at or above level 4</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Same as above</i>	<i>Same as above</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	
<b>3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In 6 year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Algebra Goal #3:</u>  <i>Same as above</i>							

*End of Algebra EOC Goals*

**Geometry End-of-Course Goals**

May 2012  
 Rule 6A-1.099811  
 Revised May 25, 2012

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>1. Students scoring at Achievement Level 3 in Geometry.</b></p>	<p>1.1. Lack of Prerequisite knowledge and lack of critical thinking skill  Poor school attendance prior to enrolling in PGA</p>	<p>1.1. Remediation and basic skill development.</p>	<p>1.1. Math Teacher</p>	<p>1.1. Practice, student accountability  Core K12 Pre Test</p>	<p>1.1. Algebra 1 EOC and  Core K12 post test</p>		
<p><u>Geometry Goal #1:</u></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
<p>50% (5/10) will achieve level 3 or above</p>	<p>6 of 8 passed</p>	<p>5 out of 10 will pass the Geometry EOC</p>					

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

		1.2. Students often begin the school year with below grade level mathematical skills as shown by previous FCAT results, grades, and other standardized testing	1.2. Each PACE girl receives an individualized academic plan that identifies specific areas needing improvement in math and establishes goals developed to aid in improving mathematical performance based on her specific areas of need	1.2. Academic Manager, Teachers	1.2. Students are tested upon enrollment to determine their areas of need and area of proficiency in math. This information, along with previous testing results and prior academic grades, is shared with the teachers and is utilized to develop[ an individualized Academic Plan as well as help in determining specific supplemental instructional needs	1.2. Students often begin the school year with below grade level mathematical skills as shown by previous FCAT results, grades, and other standardized testing	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>	2.1.	2.1	2.1.	2.1.	2.1.		
<u>Geometry Goal #2:</u>  <i>Same as above</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

<p><b>3. Ambitious but Achievable Annual Measurable Objectives (AMOs).In six years school will reduce their achievement gap by 50%.</b></p>	<p><b>Baseline data 2010-2011</b></p>						
<p><u>Geometry Goal #3:</u>  <i>Same as above</i></p>							

**Mathematics Professional Development**

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Mathematics Skills	9-12	and/or PLC Leader Academic Manager	(e.g. , PLC, subject, grade level, or school-wide)  PACE Instructional Staff	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)  Monthly	WIN Pre test Data with follow Up assignments	Academic Manager

*End of Geometry EOC Goals*

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

**Mathematics Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total:</b>			

*End of Mathematics Goals*

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

**Biology End-of-Course (EOC) Goals**

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

<b>Biology EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		



**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

<p><b>1. Students scoring at Achievement Level 3 in Biology.</b></p>	<p>1.1. PACE Students often have lapses in their education histories</p>	<p>1.1. PACE offers a 230 day school year, which in turn offers students with additional instructional hours through which learning gains can increase.  PACE Pasco class sizes do not exceed 14 students per class, enabling more intensive individualized assistance  PACE maintains close contact with the families, making calls to check on attendance, for students who are absent without prior parental notification to the Center.</p>	<p>1.1. The Academic Manager creates and gets approval through the PACE Organization and Local School board for the 230 day School Calendar annually and in creation of class schedules assures that class sizes do not exceed the limit of 14 students per class.  Individual Therapists begin making parental notifications for any girl absent within an hour of the school day beginning.</p>	<p>1.1. Classroom teachers meet with each student on a weekly basis to review current grades in all classes, and work with the students to discover what is hindering performance, develop a plan of performance improvement, and recognize positive performance and attendance.  All testing information (formerly BASI) as well as FCAT results are shared with teachers upon enrollment in order for teachers to be aware of each students strengths and areas needing assistance.</p>	<p>1.1. Progress is monitored through Weekly Academic Progress reporting, Attendance Documentation, FAIR Assessments, and additional forms of standardized testing inclusive of FCAT</p>		
<p><b>Biology Goal #1:</b>  50% of the students enrolled for FTE 2 and 3 will pass the EOC Biology exam</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>100% (10/10 passed)</p>	<p>4 of 8 will pass the EOC Biology</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Biology Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA							
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

**Science Professional Development**

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

May 2012  
 Rule 6A-1.099811  
 Revised May 25, 2012

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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### Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.						
Evidence-based Program(s)/Materials(s)						
Strategy	Description of Resources		Funding Source		Amount	
<b>Subtotal:</b>						
Technology						
Strategy	Description of Resources		Funding Source		Amount	
<b>Subtotal:</b>						
Professional Development						
Strategy	Description of Resources		Funding Source		Amount	
<b>Subtotal:</b>						
Other						
Strategy	Description of Resources		Funding Source		Amount	
<b>Subtotal:</b>						
<b>Total:</b>						

*End of Science Goals*

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

**Civics End-of-Course (EOC) Goals *(required in year 2014-2015)***

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

<b>Civics EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

<p><b>1. Students scoring at Achievement Level 3 in Civics.</b></p>	<p>1.1. PACE Students often have lapses in their education histories</p>	<p>1.1. PACE offers a 230 day school year, which in turn offers students with additional instructional hours through which learning gains can increase.  PACE Pasco class sizes do not exceed 14 students per class, enabling more intensive individualized assistance  PACE maintains close contact with the families, making calls to check on attendance, for students who are absent without prior parental notification to the Center.</p>	<p>1.1. The Academic Manager creates and gets approval through the PACE Organization and Local School board for the 230 day School Calendar annually and in creation of class schedules assures that class sizes do not exceed the limit of 14 students per instructional period.  Individual Therapists begin making parental notifications for any girl absent within an hour of the school day beginning.</p>	<p>1.1. Classroom teachers meet with each student on a weekly basis to review current grades in all classes, and work with the students to discover what is hindering performance, develop a plan of performance improvement, and recognize positive performance and attendance.  All testing information (formerly BASI) as well as FCAT results are shared with teachers upon enrollment in order for teachers to be aware of each students strengths and areas needing assistance.</p>	<p>1.1. Progress is monitored through Weekly Academic Progress reporting, Attendance Documentation, FAIR Assessments, and additional forms of standardized testing inclusive of FCAT</p>		
<p><u>Civics_Goal #1:</u>  <i>50% of those enrolled in MJ 2 Civics will pass the EOC Civics Exam</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>NA</p>	<p><i>50% (1/2) will pass the EOC Civics Exam</i></p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Civics Goal #2:</u>  <i>Same as above</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	50% (1/2) will achieve level 3 or above					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

**2012-2013 School Improvement Plan Juvenile Justice Education Programs  
Civics Professional Development**

**Professional  
Development  
(PD) aligned with  
Strategies through  
Professional  
Learning  
Community  
(PLC) or PD  
Activity**

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
And /or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		
Civics Curriculum Standards	7 <sup>th</sup> Grade Social Studies	Asst Principal	7 <sup>th</sup> Grade Social Studies	Monthly	Monthly Student Progress Reports	Assistant Principal

**Civics Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Civics Goals*

**U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)***

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

<b>U.S. History EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>1. Students scoring at Achievement Level 3 in U.S. History.</b></p>	<p>1.1. PACE Students often have lapses in their education histories</p>	<p>1.1. PACE offers a 230 day school year, which in turn offers students with additional instructional hours through which learning gains can increase.  PACE Pasco class sizes do not exceed 14 students per class, enabling more intensive individualized assistance  PACE maintains close contact with the families, making calls to check on attendance, for students who are absent without prior parental notification to the Center.</p>	<p>1.1. The Academic Manager creates and gets approval through the PACE Organization and Local School board for the 230 day School Calendar annually and in creation of class schedules assures that class sizes do not exceed the limit of 14 students per instructional period.  Individual Therapists begin making parental notifications for any girl absent within an hour of the school day beginning.</p>	<p>1.1. Classroom teachers meet with each student on a weekly basis to review current grades in all classes, and work with the students to discover what is hindering performance, develop a plan of performance improvement, and recognize positive performance and attendance.  All testing information (formerly BASI) as well as FCAT results are shared with teachers upon enrollment in order for teachers to be aware of each students strengths and areas needing assistance.</p>	<p>1.1. Progress is monitored through Weekly Academic Progress reporting, Attendance Documentation, FAIR Assessments, and additional forms of standardized testing inclusive of FCAT</p>		

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

<b>U.S. History Goal #1:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
50% of those enrolled will pass the EOC American History exam							
	NA	50% (4/8) of those enrolled will pass the EOC American History exam					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>U.S. History Goal #2:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Same as above</i>							
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

**U.S. History Professional Development**

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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**U.S. History Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of U.S. History Goals*

**Career Education Goals**

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

<p><b>Guiding Questions to Inform the Problem-Solving Process</b></p>
<ul style="list-style-type: none"> <li>● What career type does the program offer?</li> <li>● How does the program provide career exploration for all students?</li> <li>● What hands-on technical training does the program provide (type 3 programs)?</li> <li>■ For type 3 programs what industry certifications are offered?</li> <li>■ How many students earned industry certifications?</li> <li>■ Is the program a Career and Professional Education (CAPE) Academy?</li> </ul>

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

<b>CAREER EDUCATION GOAL (S)</b>	<b>Problem- Solving Process to Increase Student Achievement</b>						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

<p><b>1. Career Education Goal</b></p>	<p>1.1. Poor student attendance can be an impediment to completing the career coursework</p>	<p>1.1. PACE offers a 230 day school year, which in turn offers students with additional instructional hours through which learning gains can increase.  PACE Pasco class sizes do not exceed 14 students per class, enabling more intensive individualized assistance  PACE maintains close contact with the families, making calls to check on attendance, for students who are absent without prior parental notification to the Center.</p>	<p>1.1. The Academic Manager creates and gets approval through the PACE Organization and Local School board for the 230 day School Calendar annually and in creation of class schedules assures that class sizes do not exceed the limit of 14 students per instructional period.  Individual Therapists begin making parental notifications for any girl absent within an hour of the school day beginning.</p>	<p>1.1. Classroom teachers meet with each student on a weekly basis to review current grades in all classes, and work with the students to discover what is hindering performance, develop a plan of performance improvement, and recognize positive performance and attendance.</p>	<p>1.1. Progress is monitored through Weekly Academic Progress reporting, and Attendance Documentation</p>		
<p>All students at Pasco Girls Academy will maintain a Transitions Binder that they will take with them when they exit the program.</p>	<p><u>2012 Current Level</u> :*</p>	<p><u>2013 Expected Level</u> :*</p>					
	<p>100% 32 of 32</p>	<p>100% (32 of 32)</p>					

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

		1.2. Middle school students may find it challenging to think of a career when it is "too far away"	1.2. Vocational / career goals are established following the completion of the Choices Career Inventory Assessments and included within the Academic Improvement Plans based on each girl's individualized results.	1.2. All PACE Staff Members	1.2. Vocational and career interest goals are established as a part of the Academic Improvement planning process and reviewed bi-weekly by the academic advisor.	1.2. Biweekly progress notations on each of the Vocational / Career goals and objectives on each students individualized academic plan.  Participation and performance in the vocational components of the Spirited Girls!!	
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**Career Education Professional Development**

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
And /or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		

**Career Education Goal(s) Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total:</b>			

*End of Career Education Goal(s)*

**Transition Goal(s)**

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

**Guiding Questions to Inform the Problem-Solving Process**

- How does the program deal with transition planning (entry and exit transition)?
- How many students successfully transition (e.g., return to school, find employment)?

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

	<b>Problem-</b>						
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**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

<b>TRANSITION GOAL(S)</b>	<b>Solving Process to Increase Student Achievement</b>						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Transition Goal</b>	1.1.  Due to the transitory nature of our students, girls may abruptly leave PACE without engaging the in transition process	1.1.  PACE will engage in a lengthy transitions process, which takes students through educational placement options and plans. The Transitions counselor engages in follow-up consultations for 3 years post-transitions to offer support and additional guidance during this time	1.1.  Transitions Services Coordinator	1.1.  Transitions Services Coordinator will have contact with the girls on the following schedule: For the first 3 months post transition, once per month. For one year post-transition (after the initial 3 months) contact is made every 6 weeks. For the following 2 years, until a girl is dismissed from the transitions program, every 6 months	1.1.  PACE End of Year Outcome Measures Report		

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

		1.2. Girls often express difficulty readjusting to the traditional classroom setting upon returning to their assigned school	1.2. The transitions Services Coordinator will maintain contact and communications with the girl and counselors at her zoned school through phone contact and through scheduled transition group meetings conducted on a monthly basis at the zoned school	1.2. Transition Services Coordinator	1.2. Transition Services Coordinator will meet/ speak with the girls and counselors from the zoned school to monitor academic success (grades and attendance) once returned to the zoned school	1.2. PACE End of Year Outcome Measures Report	
		1.3. PACE Students are often met with a lack of positive support and encouragement from their families and other adults in their lives	1.3. Counselors and teachers will offer support and encouragement to the girls through the transition process, ensuring that each girl feels as though there is an appropriate and caring adult in her life that she can seek assistance from	1.3. Transitions Services Coordinator	1.3. Transition Services Coordinator will meet/ speak with the girls and counselors from the zoned school to monitor academic success (grades and attendance) once returned to the zoned school	1.3. PACE End of Year Outcome Measures Report	

**Transition Professional Development**

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

Please note that each  
**May 2012**  
**Rule 6A-1.099811**  
**Revised May 25, 2012**

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

Strategy does not require a professional development or PLC activity.

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
And /or PLC Focus		and/or PLC Leader Chair	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		
DJJ Circuit 6 Meeting	K-12	PLC Leader Chair	DJJ Transition Specialist	Quarterly	Dependent on meeting outcomes	Assistant Principal Transition Specialist

## Transition Budget

Include only school-based funded activities/ materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students with a list of services related to social services, education opportunities, and community assistance.	Graduation Enhancement Program and Adult Education Quick Reference Guide	Title I	\$1500
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Other			

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

Strategy	Description of Resources	Funding Source	Available Amount
			\$1500.00
<b>Grand Total:</b>			

*End of Transition Goal(s)*

**Attendance Goal(s) (For Day Treatment Programs Only)**

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

<b>Guiding Questions to Inform the Problem-Solving Process</b>
<ul style="list-style-type: none"> <li>■ What was the attendance rate for 2011-2012?</li> <li>■ How many students had excessive absences (10 or more) during the 2011-2012 school year?</li> <li>■ What are the anticipated barriers to decreasing the number of students with excessive absences?</li> <li>■ What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2012-2013?</li> <li>■ How many students had excessive tardies (10 or more) during the 2011-2012 school year?</li> <li>■ What are the anticipated barriers to decreasing the number of students with excessive tardies?</li> <li>■ What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2012-2013?</li> </ul>

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

<b>ATTENDANCE GOAL(S)</b>	<b>Problem-solving Process to Increase Attendance</b>						
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

<p><b>1. Attendance Goal # 1</b></p>	<p>1.1. The PACE Center for Girls serves students who have multiple risk factors that may contribute to inhibiting their academic success. These risk factors include truancy, academic underachievement, dropping out, delinquency, pregnancy, histories of physical and sexual abuse, substance abuse, and/or running away.</p>	<p>1.1. PACE offers Gender Responsive services through the classroom setting and on site Counseling as an encouraging factor to attendance and punctuality.  PACE Policy requires notification of parents/guardians every time that a student is not in attendance.  PACE requires an attendance rate of at least 80% in order to receive credit for classes</p>	<p>1.1. Academic Manager, Social Services Manager, Counselors and Teachers</p>	<p>1.1. Students sign in on a daily basis and attendance is also maintained through each class period. Staff members notify parents via phone if a student is not in attendance. Attendance and punctuality concerns are expressed with families not only on daily attendance calls, but also on monthly parent contacts and monthly progress reports as well as report cards at the completion of each grading period.</p>	<p>1.1. Monthly Census and Attendance Reports</p>		
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**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

<p><i>Girls enrolled with the PACE Center for Girls will increase their attendance and/or their punctuality by at least 5% by the end of the 2011-2012 school year</i></p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p><i>Enter numerical data for current attendance rate in this box.</i></p>	<p><i>Enter numerical data for expected attendance rate in this box.</i></p>					
	<p><u>2012 Current Number of Students with Excessive Absences</u></p> <p><u>(10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences</u></p> <p><u>(10 or more)</u></p>					
	<p><i>Enter numerical data for current number of absences in this box</i></p>	<p><i>Enter numerical data for expected number of absences in this box.</i></p>					
	<p><u>2012 Current Number of Students with Excessive Tardies 10</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies 10</u></p>					
		<p>1.2. PACE Students may not immediately see the value of consistent on-time attendance</p>	<p>1.2. PACE uses a positive focus strength based incentive program inclusive of daily points earned, advisee group competitions, level system, incentive field trips, and verbal praise as an encouragement to not only attend but also be punctual</p>	<p>1.2. PACE Staff</p>	<p>1.2. PACE monitors daily, monthly, and yearly census numbers to monitor attendance trends. These percentages are reported to the PACE Administrative Office and the Department of Juvenile Justice</p>	<p>1.2. Monthly Census and Attendance Reports</p>	

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

		1.3. PACE students may not initially recognize the intrinsic worth of attending school, but instead are attending as an obligation due to probation, or because they feel as though their parents / guardians are "making" them.	1.3. Social Service staff members set attendance goals with students and assist them in following the plan through holding them accountable for their choices	1.3. Academic Manager, Social Service Staff	1.3. Individual Girls attendance concerns are reviewed and discussed during the Care Review meeting (at minimum on a bi-weekly basis). If warranted, a specific attendance contract is established	1.3. Monthly Census and Attendance Reports	
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**Attendance Professional Development  
Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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**Attendance Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total:</b>			

*End of Attendance Goals*

**Final Budget**

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total:</b>
<b>Mathematics Budget</b>	<b>Total:</b>
<b>Science Budget</b>	<b>Total:</b>
<b>Civics Budget</b>	<b>Total:</b>
<b>U.S. History Budget</b>	<b>Total:</b>
<b>Career Budget</b>	<b>Total:</b>
<b>Transition Budget</b>	<b>\$1500.00:</b>
<b>Attendance Budget</b>	<b>Total:</b>
<b>Grand Total: \$1500.00</b>	

**School Advisory Council**

*School Advisory Council (SAC) Membership Compliance*



**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting “Yes” or “No” below.

Yes

No

If No, describe measures being taken to comply with SAC requirement.

Describe projected use of SAC funds.	Amount
Non Requested	

Describe the activities of the School Advisory Council for the upcoming year.
PACE Center for Girls operates under Marchman Technical Education Center (MTEC)