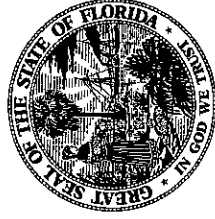


FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) for Juvenile Justice Education Programs

2012-2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Pace Center for Girls	District Name: Escambia
Principal: Laurie Rodgers-ED Vanessa Watson – Academic Manager	Superintendent: Malcolm Thomas
SAC Chair:	Date of School Board Approval:

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

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 common 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	Laurie Rodgers	BS Education MS Counseling	17	9 years	N/A
Lead Educator	Vanessa Watson	BA Marketing MS Organizational Management	New hire	4	N/A

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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.

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.
N/A					

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.
Social Studies	Dominique Grant	BS Social Science SS Certificate	1	0	
PCSD skills	Carrie Whatley	BSW Social Work Family and Consumer Science Certificate	1	12	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Science	LeeAnn Pepper	Temp Certificate Science	1	1
Math	Carol Medeiros	BS Elementary and Kindergarten Education SS and Mathematics certification	1	14
English	Jaquita Jenkins	English Certification	2	2

Effective and Highly Effective Teachers

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. Financial support for certification testing	ED	As needed	
2. Ongoing training and support	Academic Manager	Beginning 9/2011 and ongoing	
3. Recognition and individual praise	ED and Academic Manager	Beginning 9/2011 and ongoing	
4. Competitive Salaries	ED	On-going fundraising	

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
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

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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	% ESOL Endorsed Teachers
5	(1) 20%	(3) 60%	(1) 20%	(0)	(0)	(5)	Hiring		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
Leann Pepper	Carol Medeiros	Location and complementary subject area	Reflective Practice Partners
Jaquita Jenkins	Reading		
Carrie Whatley	Dominique Grant		

****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.

Upon enrollment all girls are assessed in the areas of reading and math. Each teacher writes and facilitates the completion of an Individualized Academic Improvement Plan. The academic improvement plans for Science, English and Social studies include strategies to increase the girl's reading comprehension in that subject area. Some examples of these strategies are mind maps, column note taking, paired reading and foldables. The teacher selects the strategies she uses based on the girls assessed reading level and current grades. The reading teacher also writes academic improvement plans for each girl; those objectives are directly related to her areas of deficiency as identified through assessment, grades and FCAT scores. Progress made on the academic improvement plan is reviewed and rated by the teacher and the girl every other week. The teacher then reports her progress to her academic advisor who shares her progress at a bi-month review of her total progress.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

The academic improvement plan includes objectives and strategies that increase content comprehension. These plans are monitored bi-weekly and discussed in care review. At 6 months each girl is reassessed and new Academic improvement plans are written to address any further areas of remediation.

**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?

All girls are enrolled in Spirited girls - Course Title: Personal Career School Development Skills. One component of this curriculum is directly related to learning and the benefits of an education. Other components of this course include workplace success, communication skills, and healthy lifestyle decision making.

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?

Upon enrollment each girl is given the Choices Career assessment. The results of that assessment are used to create her Individualized Vocational goals. The objectives on these goals vary depending on the girl. They range from career exploration to assistance with Job placement. The determined career interest area of each girl is shared at care review and incorporated into her individualized curriculum as appropriate. Also at enrollment girls are given an academic road map. This document records their progress in the pupil progression plan and is updated and reviewed with the girl for planning purposes and as she completes a course.

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.

Although we do not use the HSFRR, the following are strategies we use to improve student readiness:
Point and level system, emphasis on personal choice, remediation in all subjects/as needed and study skills.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

fundraising

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.

Strategy	Description of Resources	Funding Source	Available Amount
Read 180 books and materials	Teacher manual student novels student workbooks	fundraising	
Subtotal:			

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Read 180	website		
Skills Tutor		Department of Juvenile Justice	
Subtotal:			

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Reading Endorsement program	Escambia County school district	Escambia county	
Subtotal:			

Other

Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			

Grand Total:

End of Reading Goals

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

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.

Guiding Questions to Inform the Problem-Solving Process

- 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.
- 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)).

MATHEMATICS 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					
1. Percentage of students making learning gains in mathematics.											
<table border="1"> <tr> <td>Mathematics Goal #1:</td> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td>All girls will increase a minimum .5 grade level on the star</td> <td></td> <td></td> </tr> </table>		Mathematics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	All girls will increase a minimum .5 grade level on the star			I.1. 85% of our students are 2 or more years behind in math	I.1. Math AIP's written to address identified areas of deficiency. AIP work	I.1. Successful completion of AIP progress monitored by teacher bi-weekly and discussed at care	I.1. AIP, Care Review, progress report
Mathematics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*									
All girls will increase a minimum .5 grade level on the star											

2012-2013 School Improvement Plan Juvenile Justice Education Programs

assessment given at entry and at 6 month intervals	Star Math Assessment average at enrollment 5.99	Star Reading Assessment average at 6 months 6.49	incorporated into course work outline Volunteer math tutor Skills tutor lessons linked to areas of deficiency	review ATP progress noted on monthly progress report Teacher evaluation Successful completion of remedial lessons	ATP, monthly progress report Student achievement Skills tutor report		
						1.2.	1.2.
						1.3.	1.3.

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
	<p>2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Mathematics Goal #2:</p> <p><i>Enter narrative for the goal in this box.</i></p> <p>No Data available</p>					

**2012-2013 School Improvement Plan Juvenile Justice Education Programs
Algebra End-of-Course (EOC) Goals**

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

Algebra 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
1. Students scoring at Achievement Level 3 in Algebra.		1.1.	1.1.	1.1.	1.1.	1.1.
Algebra Goal #1: <i>Enter narrative for the goal in this box.</i> No data Available	2012 Current Level of Performance:*					
	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>					
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:	2012 Current Level of Performance:*	1.2.	1.2.	1.2.	1.2.	1.2.
	2013 Expected Level of Performance:*	1.3.	1.3.	1.3.	1.3.	1.3.
	<i>Enter numerical data for current level of performance in this box.</i>					
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.		2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: <i>Enter narrative for the goal in this box.</i> No data available	2012 Current Level of Performance:*					
	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>					
Based on Ambitious but Achievable Annual Measurable Objectives	2012 Current Level of Performance:*	2.2.	2.2.	2.2.	2.2.	2.2.
	2013 Expected Level of Performance:*	2.3.	2.3.	2.3.	2.3.	2.3.
	<i>Enter numerical data for current level of performance in this box.</i>					
		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
						2016-2017

2012-2013 School Improvement Plan Juvenile Justice Education Programs

(AMOs), Reading and Math Performance Target						
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011					
Algebra Goal #3: <i>Enter narrative for the goal in this box.</i> No data available						

End of Algebra EOC Goals

Geometry End-of-Course Goals

* 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
1. Students scoring at Achievement Level 3 in Geometry.		I.I.	I.I.	I.I.	I.I.	I.I.
Geometry Goal #1: <i>Enter narrative for the goal in this box.</i> No Data available	2012 Current Level of Performance:** <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:** <i>Enter numerical data for expected level of performance in this box.</i>				

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

End of Geometry EOC Goals

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Skills tutor	Web based instruction	Department of Juvenile Justice	
Subtotal:			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Mathematics Goals

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)).

Biology EOC Goals				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:				
1. Students scoring at Achievement Level 3 in Biology.	I.I.	I.I.	I.I.	I.I.
Biology Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		
No data Available				
<i>Enter narrative for the goal in</i>				

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.2.	1.2.					
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:	1.3.	1.3.	2.1.	2.1.	2.1.	2.1.	2.1.
	1.2.	1.2.					
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.							
Biology Goal #2: No data Available Enter narrative for the goal in this box.	2012 Current Level of Performance.*	2013 Expected Level of Performance.*	2.2.	2.2.	2.2.	2.2.	2.2.
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
	2.3	2.3	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						
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

Science Budget (Insert rows as needed)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Include only school-based funded activities/materials and exclude district funded activities/materials.

Evidence-based Program(s)/Materials(s)		Description of Resources	Funding Source	Amount
Strategy				
Subtotal:				
Technology				
Strategy		Description of Resources	Funding Source	Amount
Subtotal:				
Professional Development				
Strategy		Description of Resources	Funding Source	Amount
Subtotal:				
Other				
Strategy		Description of Resources	Funding Source	Amount
Subtotal:				
Total:				

End of Science Goals

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)).

Civics EOC Goals		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:						
1. Students scoring at Achievement Level 3 in Civics.		1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: No data Available <i>Enter narrative for the goal in</i>	2012 Current Level of Performance:* 2013 Expected Level of Performance:*					

May 2012

Rule 6A-1.099811

Revised May 25, 2012

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
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: 2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	1.2. 1.3. Anticipated Barrier	1.2. 1.3. Strategy	1.2. 1.3. Person or Position Responsible for Monitoring	1.2. 1.3. Process Used to Determine Effectiveness of Strategy	1.2. 1.3. Evaluation Tool		
Civics Goal #2: No data Available Enter narrative for the goal in this box.	2012 Current Level of Performance:** Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:** Enter numerical data for expected level of performance in this box.	2.1. 2.2. 2.3	2.1. 2.2. 2.3	2.1. 2.2. 2.3		

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 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)	Person or Position Responsible for Monitoring

**2012-2013 School Improvement Plan Juvenile Justice Education Programs
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)		Description of Resources	Funding Source	Amount
Technology				
Strategy		Description of Resources	Funding Source	Amount
Subtotal:				
Professional Development				
Strategy		Description of Resources	Funding Source	Amount
Subtotal:				
Other				
Strategy		Description of Resources	Funding Source	Amount
Subtotal:				
Total:				

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)).

U.S. History EOC Goals				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:				
1. Students scoring at Achievement Level 3 in U.S. History.	I.I.	I.I.	I.I.	I.I.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

U.S. History Goal #1: No data Available <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
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:	1.2.	1.2.					
	1.3.	1.3.					
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.					
Civics Goal #2: No data Available <i>Enter narrative for the goal in this box.</i>	2.2.	2.2.					
	2.3.	2.3.					

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)	Person or Position Responsible for Monitoring

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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.

Guiding Questions to Inform the Problem-Solving Process

- What career type does the program offer?
- How does the program provide career exploration for all students?
- What hands-on technical training does the program provide (type 3 programs)?
 - For type 3 programs what industry certifications are offered?

2012-2013 School Improvement Plan Juvenile Justice Education Programs

- How many students earned industry certifications?
- Is the program a Career and Professional Education (CAPE) Academy?

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

CAREER EDUCATION GOAL(S)		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
I. Career Education Goal Based on the analysis of school data, identify and define areas in need of improvement:						
100% of the students will receive career education/guidance	2012 Current Level: * 100% of the girls will receive career information and guidance based on their choices assessment interest area outcome	1.1. Girls have limited understanding of career options and believe that their options are limited	1.1. All girls are enrolled in Spirited Girls. Curriculum includes units on career awareness and job skills.	1.1. Spirited girls teacher Academic Advisor	1.1. Successful completion of career units.	1.1. Grades in spirited girls and on progress report
	2013 Expected Level: * 100% of the girls will receive career information and guidance based on their choices assessment interest area outcome	Girls do not have basic skills needed for successful job performance	All girls participate in career fair with guest representing their career interest area AIP goals written correlated to students assessed career interest area. Goals range from career exploration to job placement assistance depending on the individual needs of the girl	Spirited girls teacher Academic Advisor Counselor/Social Services manager	Reports done by girls after career fair Successful completion of AIP goals	Grades on reports AIPS
			Ready to Work Certificate program	Resource specialist Academic Manager	1.2. 1.3.	1.2. 1.3.

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 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

Career Education Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Subtotal:			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

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)).

TRANSITION GOAL(S)		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:						
1. Transition Goal	2012 Current Level:*	90% of our students transition to appropriate academic placements or enter the workforce	I.1. Increasing numbers of runaways leaving program before completion	I.1. Counselor Social Services Manger	I.1. Evaluation of length of PACE stay at exit	I.1. Completers report
	2013 Expected Level:*					
	71% of our girls are in appropriate placement after transitioning from PACE	Academic placements for lower functioning girls are limited	Provide or refer for intensive family counseling.	Resource Specialist/ Academic Manager	Academic Manager/Resource specialist will report on certificates received	Quarterly standards of excellence report
	90% of our girls are in appropriate placement after transitioning from PACE	Student may not be workforce ready	Offer Ready to work program	Resource Specialist/ Academic Manager	Academic Manager/Resource specialist will report on certificates received	Ready to work certificates

2012-2013 School Improvement Plan Juvenile Justice Education Programs

			for transition through transition group at 6 months			
			After transition Provide in school "school success" groups			
	1.2.		1.2.		1.2.	1.2.
	1.3.		1.3.		1.3.	1.3.

Transition 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

Transition 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
Subtotal:		
Technology	Description of Resources	Funding Source Available Amount

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Professional Development				Subtotal:
Strategy	Description of Resources	Funding Source	Available Amount	
Other				Subtotal:
Strategy	Description of Resources	Funding Source	Available Amount	
End of Transition Goal(s)				Grand Total:

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.

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Problem-solving Process to Increase Attendance

ATTENDANCE GOAL(S)

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

I. Attendance Goal # 1

2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*
81% on -site	81%
89% excused	90%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
11	5
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
6	5

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.1. Unstable/non school supportive family environments	1.1. Individualized praise and attention for attendance	1.1. All staff	1.1. Increased attendance %	1.1. Attendance ETO custom report
Girls have conflicts with other girls outside of PACE	Calendars with stickers and prizes	Counselors/ Advisors		Progress reports
Low motivation due to past failures	Awards: recognition at monthly celebration Perfect attendance activities	Advisors		
Girls have to ride public transportation: rain and bad weather delays them standing at a bus stop	Attendance requirements built into the level system Advisee group competition. Daily percentages posted on you count board and daily winner announced	Advisors/ Counselors Advisors Office Coordinator		Increase in level advancements Increase in weekly advisee attendance %'s
	Individualized educational plans that build success	Teachers		Credit and grade level achievement

2012-2013 School Improvement Plan Juvenile Justice Education Programs

			Assertive communication training and conflict resolution	All staff	
			Calling parent/guardian within first hour	Office coordinator Counselors	
		1.2.		1.2.	1.2.
		1.3.		1.3.	1.3.

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

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
Subtotal:		
Technology		
Strategy	Description of Resources	Funding Source
		Available Amount
Subtotal:		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Describe the activities of the School Advisory Council for the upcoming year.
