

# FLORIDA DEPARTMENT OF EDUCATION



## School Improvement Plan (SIP) for Juvenile Justice Education Programs

2012–2013

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

**2012 – 2013 SCHOOL IMPROVEMENT PLAN**

**PART I: SCHOOL INFORMATION**

School Name: PACE Center for Girls	District Name: Lee
Principal: Alice Brunner	Superintendent: Dr. Joseph Burke
SAC Chair: Anissa Brathwaite	Date of School Board Approval: December 4, 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**

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	Alice Brunner	Doctorate Degree in Educational Leadership	3 Years	21 Years	The 2011-2012 BASI assessment data used for the School Improvement Plan indicated that 42% of students made learning gains in reading and 47% of students made learning gains in math.
Lead Educator	Anissa Brathwaite	Masters Degree in Public Administration- Certification in Social Sciences 6-12	2 Years and 8 months	6 Years	The 2011-2012 BASI assessment data used for the School Improvement Plan indicated that 42% of students made learning gains in reading and 47% of students made learning gains in math.

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### 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.
Reading	Anne Berchtold	Reading Endorsement ESOL Endorsement Bachelors Degree in Elementary Education Masters Degree in Specific Learning Disabilities	5	11	The 2011-2012 BASI assessment data used for the School Improvement Plan indicated that 42% of students made learning gains in reading and 47% of students made learning gains in math.

### 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 Social Studies English Reading Math	Not Applicable	Not Applicable	Not Applicable	Not Applicable	The 2011-2012 BASI assessment data used for the School Improvement Plan indicated that 42% of students made learning gains in reading and 47% of students made learning gains in math.

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**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)
<p>1. In order to recruit and retain high quality, highly qualified teachers at PACE, Lee, the following school-based strategies will be utilized :</p> <ul style="list-style-type: none"> <li>• Monetarily compensate teachers comparable to the Lee County school district.</li> <li>• Offer health insurance.</li> <li>• Provide paid vacation and holidays</li> <li>• Provide the resources to obtain professional development opportunities in the teachers’ respective disciplines.</li> <li>• Provide a collective planning period for teachers.</li> <li>• Early Friday Dismissal</li> </ul>	Academic Manager	Ongoing throughout the 2012-2013 school year.	

***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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<p>5 Teachers =100% of teachers are not highly effective.</p>	<ol style="list-style-type: none"> <li>1. Teachers will collaborate across the curriculums to enhance the interdisciplinary instructional methods, which will emphasize on developing reading and math skills in students.</li> <li>2. Teachers with 2-years of experience or less shall partner with seasoned effective teachers to learn teaching strategies, which will increase their abilities to deliver standard aligned content to students.</li> <li>3. Teachers will receive regular professional development in order to enhance their knowledge related to the discipline they teacher, which will be applied to lesson planning, lesson delivery, and lesson development in order to increase students' academic productivity.</li> </ol>
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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	2 = 0.1%	2 = 0.1%	1 = 0.05%	0		0	0	0	0

***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.

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Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Edna Barnes	Currently, teachers have not been assigned.	New teachers will receive mentoring from as they participate in the Lee County School District's APPLES program.	Dates for the commencement of the mentoring sessions will be announced when new teachers are hired.

**\*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 will receive ongoing training in the area of reading. PACE will provide 2 professional development reading workshops in the first and second semester of the school year via reading professional. There will be interdisciplinary collaboration for teachers where strategies for reading will be discussed and incorporated into all of the mini lessons that are taught by every teacher each week.

**\*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?

Teachers will provide 10 minute mini lessons 3 times a week for students in their specific core subjects, which will incorporate reading strategies, current events, math/science, and vocabulary that are cross-curricular in nature. The purpose is to assist students to see the relationship between subjects and the significance that the integration will have in their future academic endeavors.

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?

Students are able to use Florida Virtual School to select elective foreign language, business, writing, career education, and computer technology courses in addition to their core classes, which will allow students to study in areas that are personally meaningful to their future.

***Postsecondary Transition***

May 2012

Rule 6A-1.099811

Revised May 25, 2012

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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.

Students will receive FCAT preparation to assist with meeting a passing grade requirement in math and reading to obtain a standard diploma. Students will receive SAT and ACT preparation and ongoing tutoring in math and reading to improve their readiness for the public postsecondary level. Students also engage in academic advising, which includes strategies to successfully meet postsecondary goals.

## 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

- Based on a comparison of 2011-2012 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
<b>1. Percentage of students making learning gains in reading.</b>  Reading Goal #1:  <i>42% of students will make a</i>			1.1. The majority of students who take the entrance BASI are generally academically behind in reading.	1.1. Teachers will be observed on their abilities to instruct in the area of reading and they will also receive feedback from the observing administration of areas that should be improved.  1.2 Designated school district	1.1 Academic Manager	1.1 Entrance and exit BASI assessment	1.1 BASI
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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<p>minimum of .01% gain in reading GVS scores based on the entrance and exit exam.</p>	<p>Last year's goal was to have 58% of all students who successfully completed the PACE program for a minimum of 40 days to make a gain in their BASI entrance and exit reading scores for 2011-2012. 42% of the students made a gain in reading. Therefore, the reading goal for 2011-2012 was not met.</p>	<p>BASI assessments used will determine 48% of students will make a minimum of one gain in reading GVS.</p>		<p>reading coaches will meet with each teacher weekly and observe the teacher's performance in their classrooms as they are teaching reading to students.</p> <p>1.3 There will also be a formal evaluation process monthly conducted by the reading department chairperson and the academic administration.</p> <p>1.4 The teachers will also be responsible for submitting weekly lesson plans that will be examined to ensure that it is aligned with the state's reading standards.</p> <p>1.5 Lesson plans must be comprehensive and appropriate to the reading</p> <p>1.6 Teachers will be responsible to participate in weekly departmental professional learning communities, a designated administrator will attend the meetings to encourage teachers to share concerns, challenges and ideas pertaining to the reading initiative.</p> <p>1.7 The students will received a weekly mini assessment and the date from the mini lessons will be compiled and placed in a spreadsheet to provide an overview of the reading levels and improvements of students.</p> <p>1.8 Assign reading tutors to students who have demonstrated reading deficits; work with the reading coach and reading teacher to outline strategies in the IAP (Individual Academic Plan) to improve reading performance.</p>			



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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>						
	Reading Goal #2:  <i>Enter narrative for the goal in this box.</i>						

### Reading Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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

### Reading 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
NA			
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

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

*End of Reading Goals*

## 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
<b>1. Percentage of students making learning gains in mathematics.</b>  Mathematics Goal #1:	1.1. The majority of students who take the entrance BASI are generally academically	1.1 Provide technology to enhance classroom mathematics activities to stimulate engagement of	1.1.Academic Manager	1.1.Entrance and Exit BASI assessments	1.1.BASI

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47% of students will make a minimum of .01% gain in math GVS scores based on the entrance and exit exam.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	behind in math.	students			
	Last year's goal was to have 62% of all students who successfully completed the PACE program for a minimum of 40 days to make a gain in their BASI entrance and exit reading scores for 2011-2012. 47% of the students made a gain in math. Therefore, the math goal for 2011-2012 was not met.	BASI assessments used will determine 52% of students will make a minimum of one gain in math GVS.					
				1.2 Identify students who need intense math tutoring; provide tutoring services.			
				1.3 Provide math teacher with opportunities for professional development in the math discipline grades 6-12.			

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> <u>Mathematics Goal #2</u>	<b>Baseline data 2010-2011</b>						
	The anticipated length of stay for students at this academic establishment is 15-18 months. Therefore, planning an annual measurable objective (AMO) over a six year period for a student to reduce her achievement gap cannot apply due to the amount of time required.						

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

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

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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
<b>1. Students scoring at Achievement Level 3 in Algebra.</b>			1.1. The majority of students who take the entrance Algebra 1 EOC are generally academically behind in math.	1.1. Provide technology to enhance classroom mathematics activities to stimulate engagement of students  1.2 Identify students who need intense algebra tutoring; provide tutoring services.  1.3 Provide math teacher with opportunities for professional development in the math discipline grades 6-12.  1.4 Provide students with the curriculum aligned with the common core standards , which will offer an increase in their chances to display mastery in the subject area of algebra.	1.1. Academic Manager and math teacher	1.1 End of Year Course Exam	1.1 End of Year Course Exam
<u>Algebra Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Students who take the exam for the first time will have 30% of their total score apply to their final passing grade. Students retaking the exam will achieve a passing score in order to receive a final grade for the course.</i>	<i>Last year’s goal was to have 50% of all students successfully pass the Algebra EOC. 0% of the students passed the exam</i>	<i>25% of the students will successfully pass the Algebra EOC.</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:			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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in</i>							

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this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			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 six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<p><u>Algebra Goal #3:</u></p> <p>2012-2013 is a baseline year.</p> <p>The anticipated length of stay for students at this academic establishment is 15-18 months. Therefore, planning an annual measurable objective (AMO) over a six year period for a student to reduce her achievement gap cannot apply due to the amount of time required.</p>							

*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)).

<b>Geometry 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
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>	1.1. The majority of students who take	1.1. Provide technology to enhance classroom bio			

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<p><b>Geometry Goal #1:</b></p> <p><i>Students who take the exam for the first time will have 30% of their total score apply to their final passing grade. Students retaking the exam will achieve a passing score in order to receive a final grade for the course.</i></p>			<p>the Geometry EOC are generally academically behind in science.</p>	<p>geometry activities to stimulate engagement of students.</p> <p>1.2 Identify students who need geometry tutoring and provide tutoring services.</p> <p>1.3 Provide math teacher with opportunities for professional development in the math discipline grades 6-12.</p> <p>1.4 Provide students with the curriculum aligned with the common core standards , which will offer an increase in their chances to display mastery in the subject area of geometry.</p>			
	<p><i>Last year's goal was to have 50% of all students successfully pass the Geometry EOC. 0% of the students passed the exam</i></p>	<p><i>25% of the students will successfully pass the Geometry EOC.</i></p>					
<p>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:</p>			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b></p>			2.1.	2.1.	2.1.	2.1.	2.1.
<p><b>Geometry Goal #2:</b></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p> <p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><u>2013 Expected Level of Performance:*</u></p> <p><i>Enter numerical data for expected level of performance in this box.</i></p>					
			2.2.	2.2.	2.2.	2.2.	2.2.
				2.3	2.3	2.3	2.3

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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>3. 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>						
Geometry Goal #3:  2012-2013 is a baseline year.  The anticipated length of stay for students at this academic establishment is 15-18 months. Therefore, planning an annual measurable objective (AMO) over a six year period for a student to reduce her achievement gap cannot apply due to the amount of time required.							

## 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
Improve math scores on BASI, Algebra 1, and Geometry, EOC exams Focus will be to assist students with utilizing online preparatory math programs	6-12	Teacher	Teachers	May 2013	Determine the numbers of students that will need math practice via the online math programs	math teacher and Academic Manager

*End of Geometry EOC Goals*

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

### *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:					
<b>1. Students scoring at Achievement Level 3 in Biology.</b>					



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Biology Goal #1: 2012-2013 is a baseline year.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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 Biology.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<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>					
			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						
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
2012-2013 is a baseline year.						

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

### *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	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:					
<b>1. Students scoring at Achievement Level 3 in Civics.</b>					

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Civics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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 Civics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<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>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

**Civics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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

**Civics 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)			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			<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)).

U.S. History 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
			<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>				
<b>U.S. History Goal #1:</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

			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>Civics Goal #2:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<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>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

**U.S. History Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
2012-2013 is a baseline year.						

**U.S. History 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)			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			<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.

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

## 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)).

CAREER EDUCATION GOAL(S)			Problem-Solving Process to Increase Student Achievement				
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
<b>1. Career Education Goal</b>			1.1.Classes are offered via Florida Virtual School. There may be times that the class is not offered within the time frame of a student's promotion track to 9 <sup>th</sup> grade.	1.1. Enroll 8 <sup>th</sup> grade students into Florida Virtual School Career Education classes immediately upon enrollment to PACE as needed.	1.1. Academic Manager	1.1.Successful completion of class	1.1.All students must earn 0.5 credits for their career related elective class.
All 8 <sup>th</sup> grade students are required to complete the middle school requirement Career Education course.	2012 Current Level :*	2013 Expected Level :*					
	100% of 8 <sup>th</sup> grade students.	100% of 8 <sup>th</sup> grade students.					
Every high school student will be enrolled a career related class within the school year.	100% of 8 <sup>th</sup> high school students.	100% of 8 <sup>th</sup> high school students.	1.2.High school level students may not have the academic skills to take virtual classes as they may be performing below grade level.	1.2. Enroll high school students into Florida Virtual School Career Education classes immediately upon enrollment to PACE as needed.			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	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
Objective is to have students acquire basic career education knowledge for academic post-	6 <sup>th</sup> -8 <sup>th</sup> grade	Anissa Brathwaite	Teachers	Throughout the 2012-2013 school year	Students' progress will be monitored via the Florida Virtual School administrator's dashboard	Academic Manager

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

secondary purposes.						

**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)/Materials(s)**

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A

**Subtotal:**

**Technology**

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A

**Subtotal:**

**Professional Development**

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A

**Subtotal:**

**Other**

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A

**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)?



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

- 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)			Problem-Solving Process to Increase Student Achievement				
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
<b>1. Transition Goal</b>			1.1.The Transition Services Program is voluntary. Students may not maintain active participation in the group counseling sessions, and they may choose not to maintain contact with the transition counselor.  1.2 Students that leave the day program may leave the county or state; therefore, physical one-on-one sessions with the transition counselor cannot occur.	1.1.The transition services will be provided through the following activities:  Individual counseling  Group counseling  Family  Tutoring  Mentoring  Workshops	1.1.Social Services Manager and Transition Counselor	1.1.Frequency of contact with transition counselor  1.2 Coordination of community resources for the student	1.1.Students will be placed successfully back into a public or private school.
<i>98% of students who transitioned from the PACE Center successfully return to a public or private school setting.</i>	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
	<i>Last year's goal was to have 95% of all students successfully transitioned from PACE to a public or private school. In 2011-2012, 98% of the students did so; therefore, the transition goal for 2011-2012 was met.</i>	<i>In 2012-2013, 100% of the students will successfully transition to a public or private school.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	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

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

Transition counselor will track all students that leave the day program to ensure that appropriate placement has occurred.	6-12	Suzanne Edwards	Social Services Manager, Academic Manager, and Transition Counselor	Throughout the 2012-2013 school year.	Follow up will occur via home visits, school visits and telephone contact.	Executive Director, Social Services Manager, Academic Manager, and Transition Counselor

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

*End of Transition Goal(s)*

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

**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**

- 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 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)).

ATTENDANCE GOAL(S)			Problem-solving Process to Increase Attendance				
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
<b>1. Attendance Goal # 1</b>			1.1. PACE will not be supported by parents of students known for excessive truancy.	1.1. Implemented credit denial for students that have 10 unexcused absences within a semester.	1.1. Academic Manager, Social Services Manager and Counselors	1.1. Truant students will increase their attendance rate to 80% Recorded attendance date in Efforts to Outcomes (ETO) and the school district’s mainframe.	1.1. Recorded attendance date in Efforts to Outcomes (ETO) and the district’s mainframe.
<i>Students must have 80% attendance.</i>	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	82%	83%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	6	0					
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)	1.2 As PACE is an all-year-round school, the summer months have had low school attendance. A substantial amount of students who attend PACE tend to take a vacation in the summer when the county schools are not in session.	1.2 An excused absence will be given to a student if they are late 5 times without an excuse.				
2	0						

**Attendance Professional Development**

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

## 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

### 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
N/A	N/A	N/A	N/A

**Subtotal:**

#### Technology

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A

**Subtotal:**

#### Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A

**Subtotal:**

#### Other

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A

**Grand Total:**

*End of Attendance Goals*

### Final Budget (Insert rows as needed)

Please provide the total budget from each section.

#### Reading Budget

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

	<b>\$ 0.00 Total:</b>
<b>Mathematics Budget</b>	
	<b>\$ 0.00 Total:</b>
<b>Science Budget</b>	
	<b>\$ 0.00 Total:</b>
<b>Civics Budget</b>	
	<b>\$ 0.00 Total:</b>
<b>U.S. History Budget</b>	
	<b>\$ 0.00 Total:</b>
<b>Career Budget</b>	
	<b>\$ 0.00 Total:</b>
<b>Transition Budget</b>	
	<b>\$ 0.00 Total:</b>
<b>Attendance Budget</b>	
	<b>\$ 0.00 Total:</b>
	<b>\$ 0.00 Grand Total:</b>

**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

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

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