

Florida Department of Education

School Improvement Plan (SIP)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

for Juvenile Justice Education Programs

2012–2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name :PACE Center for Girls, Inc.M;	District Name: Polk
Principal: Cheryl Hallman	Superintendent: Sherrie Nichols
SAC Chair: Gwen McKenzie	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

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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	Cheryl Hallman	Educational Leadership Elementary Education 1-6 Specific Learning Disabilities.	14 years	3 years	N/A
Lead Educator	Margaret Connelly	M.A. Guidance and Counseling K-6 ESE Guidance and Counseling	N/A	N/A	N/A

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	Name	Degree(s)/	Number of Years at	Number of Years as an	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress
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Area		Certification(s)	Current School	Instructional Coach	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.
English/ Reading	Suzanne Elliot	U.W.I. St. Augustine, Trinidad: BA University of South Fl.: MA Professional Educator’s Certificate English/ Grades 6-12 Reading/ Grades K-12	Hired 2/6/12	6 years	We do not have prior performance record.

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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)
1. Advertising on PACE Center for Girls statewide website to recruit highly qualified teachers.	Lead Educator	As Needed.	
2. Contract with Jeepnee who is a Teacher Exchange Agency.	Lead Educator	As Needed	
3. 80 hour Orientation process that familiarizes new staff with PACE Policy and procedures.	Lead Educator	As Needed.	
4. Partnering new teachers with veteran teachers to assist their orientation at PACE.	Lead Educator	As Needed	

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
No one is teaching out of field.	

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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
3	1(33%)	1(33%)	1(33%)	0(0%)	1(33%)	1(33%)	1(33%)	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.

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

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***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.

Reading strategies are implemented across the instructional continuum. All teachers infuse their classrooms with reading strategies.

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**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 does not incorporate applied and integrated courses.

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?

PACE Center for Girls, Inc. ensures that all girls have the opportunity to learn about careers in our Spirited Girls Program. PACE provides opportunities for girls to learn about careers through speakers who come to the Center. They also learn how to write resumes and how to present themselves professionally. Each girl has an Academic Advisor to help her through the process of finding the correct courses. We also provide a Transition Counselor who provides help and information for girls who want to go on to school or work after they leave the Program.

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.

We work with our girls for three years after they complete the program here. They are assisted with filling out financial forms to go to College, help with resumes, and meetings that teach them how to present professionally in an interview. Students are in small instructional classes where they can receive individualized attention. This enables instructors to pin point areas where students need remedial work and teach students skills

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that they need to succeed on a post secondary level. The Spirited Girls classroom provides opportunities for students to research requirements for post secondary education and enable the student to better prepare herself for the future.

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 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						
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	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		

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<p>1. Percentage of students making learning gains— in reading.</p> <p><u>Reading Goal #1:</u></p>	<p>1.1. PACE students sometimes have lapses in their educational histories.</p>	<p>1.1. PACE offers a 230-day school year, which offers students additional instructional hours through which learning gains can increase. PACE offers intensive reading classes to students who are AL 1 and 2 readers. Intensive reading classes utilize SRA and New Century Reading programs.</p> <p>PACE students are given an Individualized Academic Plan (IAP) that addresses learning needs in Reading and is monitored for progress on a bi-weekly basis. PACE employs a low student to teacher ratio (12:1) in all academic classes.</p> <p>Interactive Notebooks usage school-wide, which provides students with a graphically organized approach to instruction.</p>	<p>1.1. The Academic Manager will monitor the incorporation of the strategies into the curriculum and lessons, will aggregate data for dissemination to the classroom teachers. Classroom teachers will monitor students for progress.</p>	<p>1.1.</p> <p>Students are given a baseline diagnostic pretest in reading and periodic assessments. Information is aggregated into a spreadsheet for dissemination to classroom teachers. Classroom teachers monitor goal progress biweekly during academic advising.</p> <p>FCAT results are disaggregated for each student with the information placed into a spreadsheet that is shared with the teachers to assist in the identification of specific skill needs.</p>	<p>1.1.</p> <p>Progress is monitored through the use of periodic assessments (FAIR, New Century, or other reading assessment), standardized assessment, monitoring of daily work in interactive notebooks, FCAT and and teacher-created assessments.</p>		
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<p>By Spring 2013, 70% of students obtaining Level 1 FCAT scores in Reading will score at least a Level 2.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>40% (22) of students present for both survey 2 and 3 and who took the mathematics FCAT made learning gains.</p>	<p>45% (25) of students present for both survey 2 and 3 and who took the mathematics FCAT made learning gains.</p>					
		<p>1.2. Students lack grade-appropriate vocabulary skills.</p>	<p>1.2. Teachers will employ Marzano's 6-step vocabulary program for vocabulary instruction.</p>	<p>1.2. Academic Manager English Teacher</p>	<p>1.2. Academic Manager will monitor weekly lesson plans for the inclusion of strategies in the classroom.</p>	<p>1.2. Lesson Plans Supervision Notes</p>	
		<p>1.3. PACE students lack endurance in reading long, complex sections of text.</p>	<p>1.3. English/Reading teacher will use selections that infuse the reading selections with length and complexity to improve academic endurance.</p>	<p>1.3. Academic Manager English Teacher</p>	<p>1.3. Academic manager will conduct monthly supervision and walk-through of classrooms to ensure that students are being exposed to longer reading selections.</p>	<p>1.3. Lesson Plans Supervision Notes</p>	

<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>	
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<p>2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>						
<p><u>Reading Goal #2:</u> <i>Enter narrative for the goal in this box.</i></p>							

Reading 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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Interactive Notebook Training	7-12	TBA	All Instructional Staff	8/20/12	Interactive Notebook Checks ensuring that all aspects of the notebook are correctly implemented.	Academic Manager
PD 360 Training in Reading in the Content Area	6-12	PD360	All Instructional Staff	TBA	Employee Self Reflection Tool	Academic Manager
PD360 Instructional Strategies	6-12	PD360	All Instructional Staff	TBA	Employee Self Reflection Tool	Academic Manager

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
N/A			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			

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

End of Reading Goals

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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.

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? 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		

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<p>I. Percentage of students making learning gains in mathematics.</p> <p><u>Mathematics Goal #1:</u></p>	<p>1.1. Historically, mathematics teachers may lack a strong knowledge of mathematics content.</p>	<p>1.1. Professional Development in content-based instruction using the Khan foundation's mathematics instructional videos.</p>	<p>1.1. Academic Manager Mathematics Teacher</p>	<p>1.1 Review of weekly lesson plans to ensure that the strategies and instructional directions are being used in the class.</p>	<p>1.1 Progress is monitored through the use of periodic assessments (New Century, or other mathematics assessment), standardized assessment, monitoring of daily work in interactive notebooks, FCAT and/or EOC results and teacher-created assessments.</p>		
<p>33% of girls who take the 2013 FCAT Mathematics will make learning gains indicated by their scores.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>25% (9) of students present the 2012 FCAT made learning gains.</p>	<p>33% (10) of students present for the 2013 FCAT will make learning gains.</p>					

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	<p>1.2. Students begin the school year with below grade level mathematics skills.</p> <p>1.3. Students are not always properly grouped for differentiated instruction.</p>	<p>1.2. Gender-Responsive mathematics program, which fosters a supportive environment especially tailored for success for girls in mathematics.</p> <p>Each PACE girl receives an Individualized Academic Plan that identifies goals in mathematics and is monitored on a biweekly basis.</p>	<p>1.2. Academic Manager</p> <p>Teachers</p>	<p>1.2. Students are given a baseline diagnostic pretest in mathematics and periodic assessments. Information is aggregated into a spreadsheet for dissemination to classroom teachers. FCAT results are disaggregated by topic for each student with the information placed into a spreadsheet that is shared with the teachers to assist in the identification of specific skill needs. Classroom teachers monitor goal progress biweekly during academic advising.</p>	<p>1.2. Progress is monitored through the use of periodic assessments (ALEKS, New Century, or other mathematics assessment), standardized assessment, monitoring of daily work in interactive notebooks, FCAT and/or EOC results and teacher-created assessments.</p>	<p>1.2. Teacher made assessments</p> <p>Unit and Chapter tests</p> <p>Formative Assessments</p>	
		<p>1.3. Classes for which there is an EOC will be "pure" classes and not multi-level classrooms.</p>	<p>1.3. Academic Manager</p>	<p>1.3. Academic Manager will ensure that the master schedule created maintains the purity of the algebra and geometry classrooms as much as is possible.</p>	<p>1.3. Master Schedule Document</p>	<p>1.3. <u>Entry and Exit Assessments:</u></p> <p>Common Assessment and FAIR</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	
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<p><u>Mathematics Goal #2:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>							

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						

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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>1. Students scoring at Achievement Level 3 in Algebra.</p>	<p>1.1. PACE students have gaps in their educational histories.</p>	<p>1.1. PACE offers a 230-day school year which offers students additional instructional hours through which learning gains can increase. In addition, PACE provides counselors who aide students by creating attendance goals to help improve daily attendance. PACE has a small teacher to student ratio which enables the math teacher to identify areas of need and address them.</p>	<p>1.1. Academic Manager Math Teacher Teacher/Advisors Counselors</p>	<p>1.1. Academic Manager will review teachers and counselors ETO (a computer program used by PACE) work product to determine if attendance strategies are in place and being reviewed bi-weekly</p>	<p>1.1. File Reviews Supervision notes</p>		
<p><u>Algebra Goal #1:</u> 35% of students present to take the 2013 mathematics FCAT, will have learning gains as evidenced by scores.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	27% (3) of students present for the 2012 FCAT made learning gains.	35% 5 if students present for the 2013 FCAT will make learning gains..					
		1.2. Students begin the school year with below level mathematics skills.	1.2. Gender-Responsive mathematics program, which fosters a supportive environment especially tailored for success for girls. Each PACE student receives an Individualized Academic plan that identifies goals in math and monitored on a biweekly basis.	1.2. Academic Manager and Math teacher.	1.2. Academic Manager will review teachers ETO (a computer program used at PACE) work product to review Teacher/Advisor bi-weekly review of IAPs	1.2. File Reviews Supervision Notes	
		1.3. Students lack skills to pass EOC tests and FCAT math tests	1.3. Students will use ED Options, a computer based instructional system to increase their math skills in order to pass the required assessments.	1.3. Academic Manager and Math teacher.	1.3. Math teacher will facilitate teacher work on New Century	1.3. Student work and assessments.	
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>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p><u>Algebra Goal #2:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></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.	

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		2.3	2.3	2.3	2.3	2.3	
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	
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>							

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-						
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	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.	1.1.	1.1.	1.1.	1.1.	1.1.		

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<u>Geometry Goal #1:</u>	<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>	1.2.	1.2.	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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p><u>Geometry Goal #2:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></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.	

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		2.3	2.3	2.3	2.3	2.3	
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	
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Geometry Goal #3:</u> <i>Enter narrative for the goal in this box.</i>							

Mathematics 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

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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 Acad Mngr	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
Preparation for EOC exams in mathematics coursework	9-12/ Algebra, Geometry	Acad Mngr	PACE Instructors	Meetings to be held approximately once a month and more frequently as needed to address testing needs	Review of testing success rates, attendance rates, technology needs	Acad Mngr

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)			

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

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

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* 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						
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 Biology.	1.1. PACE students often have lapses in their educational histories.	1.1.PACE employs a low student to teacher ratio in academic classes. Interactive Notebooks are utilized in Science which provides students with a graphically organized approach to instruction.	1.1. Academic Manager and Science teacher	1.1. Students are given a base-line diagnostic pretest in Science and periodic assessments. Classroom teachers monitor goal progress biweekly during academic advising.	1.1. Progress is monitored through scheduled meetings with academic advisors. Teachers monitor daily work. Walk throughs and fidelity checks will be performed by the Academic.		

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<p><u>Biology Goal #1:</u></p> <p><i>Students will improve reading skills to increase comprehension for Science text..</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>22% (2) of students who took the 2012 Biology EOC made learning gains.</p>	<p>33% (3) of students who take the 2013 Biology EOC will make learning gains.</p>					
		<p>1.2. Students lack grade-appropriate vocabulary skills.</p>	<p>1.2. Teachers use a variety of strategies to increase science based vocabulary skills including graphic organizers, context clues, repeated teaching, journaling, word maps and , personal word walls</p>	<p>1.2. Science teacher and Academic Manager</p>	<p>1.2. Academic manager will monitor lesson plans for the inclusion of vocabulary strategies in the classroom.</p>	<p>1.2. Lesson Plans Supervision Notes</p>	
		<p>1.3. PACE students lack reading comprehension skills.</p>	<p>1.3. Teachers will use a variety of reading strategies to improve comprehension skills including double journaling, pre-reading, directed reading, prediction, graphic organizers, reciprocal reading.</p>	<p>1.3. Academic Manager and Science teacher</p>	<p>1.3. The Academic manager will monitor lesson plans for the inclusion of reading comprehension strategies in the Science classroom.</p>	<p>1.3. Lesson Plans Supervision Notes</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>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p>Biology Goal #2:</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		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
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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			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
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	Problem-Solving Process to Increase Student Achievement						
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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		
1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		
<p>Civics_Goal #1:</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	<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>					
		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		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<u>Civics Goal #2:</u>	<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	

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.

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

End of Civics Goals

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>I. Students scoring at Achievement Level 3 in U.S. History.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p>U.S. History_Goal #1:</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<u>Civics Goal #2:</u>	<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

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.

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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?

* 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		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. Career Education Goal</p>	<p>1.1. Previous academic failure hinders student's ability to consider career options.</p>	<p>1.1. 1 PACE offers a 230 day academic school year, with over 300 minutes of daily instruction. All students have an AIP with career specific goals that is reviewed bi-weekly. Career education & planning takes place in Spirited Girls!, a daily course offering. Students research career types & paths. Guest Speakers provide real life work guidance. Small classes with a 1:12 teacher : student ratio allow students to experience academic success and see an opportunity for a future career.</p>	<p>1.1. The Academic Manager supervises the Spirited Girls Teacher.</p>	<p>1.1. Effectiveness is monitored through Care Review and feedback between teachers and counselors.</p>	<p>1.1. Report cards & progress reports monitor academic progress.</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>In the 2012-2013 school year, 100% (75) of PACE students present for survey 2 and 3 will explore careers as part of the general curriculum.</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>100% (75) of PACE students received career education as part of a specific course.</p>	<p>100% of PACE students will receive career education as part of a specific course.</p>					
		<p>1.2. Middle School students lack career direction/focus.</p>	<p>1.2. E-Peps are completed with all 8th graders by March. Guest speakers help inform students.</p>	<p>1.2. The Academic Manager supervises the Spirited Girls Teacher.</p>	<p>1.2. E-Peps are web based for student access.</p>	<p>1.2. E-Pep is web based.</p>	
		<p>1.3. Students lack exposure to viable career options.</p>	<p>1.3. Job Shadows and guest speakers expand student knowledge of career options.</p>	<p>1.3. The Academic Manager supervises the Spirited Girls Teacher.</p>	<p>1.3. Effectiveness is monitored through Care Review and feedback between teachers and counselors.</p>	<p>1.3. . Report cards & progress reports monitor progress.</p>	

**2012-2013 School Improvement Plan Juvenile Justice Education Programs
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
Programming / Academic Advising	6-12, all subjects	Acad Mngr, local School Board trainings	PACE Instructors	Monthly meetings addressing goals, monitoring review of AIPs	Classroom observations, regular feedback from instructors; monitoring documentation through ETO electronic documenting system	Academic Manager

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	Descr
N/A	
Subtotal:	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Technology	
Strategy	Descr
N/A	
Subtotal:	
Professional Development	
Strategy	Descr
N/A	
Subtotal:	
Other	
Strategy	Descr
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
<ul style="list-style-type: none"> • 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	Problem-Solving						
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

GOAL(S)	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		
1. Transition Goal	1.1. Due to life circumstances, students often transition abruptly, without planning.	1.1. Counselors begin working with students and families regarding transition, at intake. A Transition Plan is developed and modified based upon goals completed. Counselors review progress during monthly parent contacts. Managers work with students to assure a successful transition. Data is entered into MSCB data base to assure a seamless transition.	1.1. Counselors are supervised by the Social Service Manager. The Transition Counselor does the follow up.	1.1. During the 1 st year of transition, girls will be contacted on the following schedule: 1 st 3 months-once a month After three months every 6 weeks After 1 year-every 6 months until dismissed from the program at the 3 rd year.	1.1. Annual Outcome Measure report from ETO.		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

In the 2012-2013 school year 66%	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
<p>of transitioning girls will do so successfully into an appropriate educational setting or into a vocation.</p>							

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	55% (27) of the girls who left PACE successfully transitioned into appropriate educational settings or into a vocation.	66% (30) of the girls leaving PACE will be successful transitions into appropriate educational settings or into a vocation.					
		1.2. Due to academic ability and age, appropriate placements can be limited.	1.2. Teachers and Counselors research options to meet the individual needs of each girl. Counselors work with each girl to accept the viable options.	1.2. Counselors are supervised by the Social Service Manager. The Teachers are supervised by the Academic Manager. The Transition Counselor does the follow up.	1.2. During the 1 st year of transition, girls will be contacted on the following schedule: 1 st 3 months-once a month After three months every 6 weeks After 1 year-every 6 months until dismissed from the program at the 3 rd year.	1.2. Annual Outcome Measure report from ETO.	
		1.3. Students often see their transition options as unacceptable.	1.3. Teachers and Counselors research options to meet the individual needs of each girl. Counselors work with each girl to accept the viable options.	1.3. Counselors are supervised by the Social Service Manager. The Teachers are supervised by the Academic Manager. The Transition Counselor does the follow up.	1.3. During the 1 st year of transition, girls will be contacted on the following schedule: 1 st 3 months-once a month After three months every 6 weeks After 1 year-every 6 months until dismissed from the program at the 3 rd year.	1.3. Annual Outcome Measure report from ETO.	

Transition Professional Development

Professional Development (PD) aligned with Strategies through

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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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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	Descr
N/A	
Subtotal:	
Technology	
Strategy	Descr
N/A	
Subtotal:	
Professional Development	
Strategy	Descr
N/A	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	Subtotal:	
Other		
Strategy		Descr
N/A		
	Grand Total:	

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.

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 students with excessive tardies for 2012-2013?

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)).

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		
1. Attendance Goal # 1	1.1. PACE Center for Girls serves students with a history of truancy. Students are often are in need of physical and mental health care, which contributes to their absence rates.	1.1. PACE staff will complete an initial and ongoing needs assessment once the student enters, pinpointing any medical or mental health needs and providing referrals for appropriate services. Counseling staff assigned to each student will monitor attendance and assist families with support and/or additional resources as necessary.	1.1. Program Director, Academic Manager, Counselors	1.1. Monthly attendance and tardies are tracked and reported to the PACE state office each month. Quarterly monitoring reports are completed each calendar quarter (Jan, Mar, June, Sept).	1.1 Monthly census reports found in tracking software (ETO).		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>PACE will increase student attendance rates to 80% for 2012-2013; PACE will also decrease the number of students with excessive absences and tardies to 20% or below.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>77% (35) for 2011-2012 for 45 girls</p>	<p>80%</p>					
	<p><u>2012 Current Number of Students with Excessive Absences</u></p> <p>(10 or more)</p>	<p><u>2013 Expected Number of Students with Excessive Absences</u></p> <p>(10 or more)</p>					
	<p>51% (23) for 2010-2011</p>	<p>48%</p>					
	<p><u>2012 Current Number of Students with Excessive Tardies</u></p> <p>(10 or more)</p>	<p><u>2013 Expected Number of Students with Excessive Tardies</u></p> <p>(10 or more)</p>					
	<p>22% (10) for 2011-2012</p>	<p>20%</p>					
		<p>1.2. Students do not have reliable transportation and no school busing is available for PACE students.</p>	<p>1.2. PACE will provide weekly bus cards free of charge to students who do not have other means of transportation. PACE staff will provide opportunities for students to obtain a PSTA bus ID needed to ride the bus with the passes provided. PACE staff will provide bus route maps and scheduled to parents and students as needed.</p>	<p>1.2. Administrative Aide will track and distribute weekly bus cards. PACE Counselors will evaluate if students are in need of weekly bus card and will provide guidance on how to access services and routes.</p>	<p>1.2. Monthly attendance and tardies are tracked and reported to the PACE state office each month. Quarterly monitoring reports are completed each calendar quarter (Jan, Mar, June, Sept).</p>	<p>1.2. Monthly census reports found in tracking software (ETO).</p>	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		1.3. Students do not adequately value their education and tend not see the value of being on-time or coming to school.	1.3. PACE uses incentives to encourage girls to come to school. PACE staff will also abide by district attendance interventions, including letters home, meetings, and referrals to truancy court.	1.3. Program Director Academic Manager PACE Counselors Teachers	1.3. Monthly attendance and tardies are tracked and reported to the PACE state office each month. Quarterly monitoring reports are completed each calendar quarter (Jan, Mar, June, Sept).	1.3. Monthly census reports found in tracking software (ETO).	
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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 Prog Dir and/ or Acad Mngr	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
Job training for intake/transition counselor and additional training for current counseling staff	6-12; all subjects		PACE Counseling staff	As needed	Monitoring of documentation of attendance, monthly, quarterly and annual reports	PACE Executive Director, PACE Academic Manager Social Services Manager

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

End of Attendance Goals

Final Budget (Insert rows as needed)

Please provide the total budget from each section.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Reading Budget: N/A	Total:
Mathematics Budget: N/A	Total:
Science Budget: N/A	Total:
Civics Budget: N/A	Total:
U.S. History Budget: N/A	Total:
Career Budget: N/A	Total:
Transition Budget: N/A	Total:
Attendance Budget: N/A	Total:
	Grand Total:

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.
<i>The SAC members are our Board Members.</i>

Describe projected use of SAC funds.	Amount
There are no SAC funds.	

Describe the activities of the School Advisory Council for the upcoming year.
The goal this year is to continue raising money for operating expenses of the Program.