

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) for Juvenile Justice Education Programs **PACE**

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: Orange
Principal: William Tovine	Superintendent: Dr. Barbara Jenkins
SAC Chair: Lamont Lofton	Date of School Board Approval:

Student Achievement Data:

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

Administrators

List your school’s on-site administrators who are responsible for educational services (e.g., principal, lead educator) and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of 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	William Tovine	Masters-Ed. Leadership	1	7	
Lead Educator	Dee Rosado-Chan	MS Public Administration K-12 Social Science	2	13	

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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.
	N/A				
	N/A				
	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.
SCIENCE	MELISSA MOTHERSIL	Bachelors in Biology Biology 6-12, Middle Grades Science	2	6	N/A
SOCIAL STUDIES	TBD				N/A
ENGLISH/READING	TBD				

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MATH	MOISES GONZALEZ	Master of Science in Engineering Management Mathematics 6-12	2	5	N/A
ELECTIVE	AZZA LAWENDY	Bachelor of Science in Accounting Mathematics 5-9	6	7	N/A

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. Professional Learning on site to assist teachers in acquiring multiple certifications that are needed to be highly qualified at PACE	Principal, Site Administrator, Lead Teacher,	June, 2013	
2. Seek teachers with multiple certifications	Principal, Assistant Principal/Site Administrator	On-Going	
3. Extensive Professional Learning which assists teachers to renew certifications.	Assistant Principal, Lead Teacher	On-Going	
A. Mentor-Mentee program for beginning teachers and as instructional support for Out-of-Field teachers.	Assistant Principal, Lead Teacher, Instructional Leaders	On-Going	
B. School decision making process is open to active input from teachers.	Assistant Principal/Site Administrator	On-Going	

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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N/A	
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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
4	25	25	75	0	50	100% (5)	0	0	0

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Teacher Mentoring Program**

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
MELISSA MOTHERSIL	ANNE MACLEAN	WORKING TO INTEGRATE WITH PACE GOALS	CURRICULUM PLANNING, ETO TRAINING, PACE POLICIES AND PROCEDURES, INSTRUCTIONAL, PROGRESS BOOK, CARE REVIEW,

***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.

PACE will follow the Alternative Education plan to incorporate literacy strategies. We have implemented reading across the content area in every classroom. Teachers participate in Response to Intervention (RtI) progress monitoring. Teachers are implementing vocabulary strategies/initiatives. Common assessments developed for all subject areas through Professional Learning Communities (PLCs) will incorporate reading benchmarks. Assessment data is used by teachers to develop plans for individual student learning and to develop strategies for differentiated learning in each classroom.

***High Schools Only**

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

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

Pace Center for Girls follows the Alternative Education Schools literacy vision To develop competent, literate citizens who take ownership for personal goal setting and development in a competitive world. Staff provides a framework that assists students in choosing courses that meet high school graduation requirements and include benchmarks of the Sunshine State Standards. The framework shows relevance to students’ goals by meeting Bright Futures Scholarship core and elective requirements, comprehensively align with the essential workforce skills and align with the U.S. Department of Education’s 16 Career Clusters. Staff meets with each student and provide a course checklist outlining specific courses based on grade level and academic needs as it relates to the district’s Student Progression Plan.

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?

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Pace Center for Girls has developed a plan to work effectively with students. This plan includes an advising system that allows staff to meet with students on a regular basis and provide academic planning while setting college and career goals. Teachers use the Choices program and a career interest inventory. Students are engaged in various lessons to motivate their learning. Students feel involved in the selection of courses. They are also encouraged to research additional careers, track their education, check Bright Futures Scholarship eligibility, learn about postsecondary opportunities, apply online to state universities and colleges, and apply online for state and federal financial aid.

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.

Pace uses an array of strategies to improve postsecondary readiness such as placing students in appropriate courses based on specific needs (i.e. scheduling remedial courses for FCAT and other subjects for learning gains), allowing students to take advantage of online courses for advancement, grade forgiveness and/or credit recovery opportunities.

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)).

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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
1. Percentage of students making learning gains in reading.			1 Ineffective use of reading strategies in content areas.	Training content area teachers in reading strategies through PLCs and on-site staff development.	Administrator Classroom Teachers	Leadership team will cooperate to implement a continuous schedule for classroom observations.	Teacher observations, PLC Reading Rubric, and PLC teacher product samples.
<u>Reading Goal #1:</u>							
By June 2013, Pace will increase the number of students scoring level 3 on FCAT reading in 9 th and 10 th grade by 5%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	15 % of students in 9 th and 10 grade (3 of 20) scored a level 3 or above in reading.	20% of students in grade 9 and 10 will be at a level 3 or above in reading					
			2 Alignment between instruction and assessment.	Train teachers in the use of CIA blueprint	Administrator Classroom Teachers	Teachers will engage in structured comparison among CIA blueprint, test item specifications, and assessments.	Test samples and lesson plans.
			3. Consistent utilization of data for instructional decision making.	Train and provide continuous support for teachers in using FAIR, classroom assessment and other benchmarks to drive curriculum needs .	Administrator Classroom Teachers	Comparison of student performance on common assessment to specified standardized assessments.	FAIR, Benchmark and Mini-Benchmark exams

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 N/A	15 % of students in 9 th and 10 grade (3 of 20) scored a level 3 or above in reading.	20% of students will score at level 3 or above on FCAT Reading.	30% of students will score at level 3 or above on FCAT Reading.	50% of students will score at level 3 or above on FCAT Reading.	75% of students will score at level 3 or above on FCAT Reading.	100% of students will score at level 3 or above on FCAT.

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Reading Goal #2: <i>Enter narrative for the goal in this box.</i>						<i>Reading.</i>
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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
Incorporating Technology into the classroom	6-12 ALL	Administrators/staff	All	September 2012	Observation	Administration
RTI	All	Administration	All	Weekly progress monitoring meetings	leadership team will check progress monitoring data, and attend weekly meetings to be sure that individual student needs are being met.	PACE staff
Differentiated Instructional Strategies	All	Instructional	All	Once per week	Lesson plans	Administration/ teachers

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
Increasing Reading in the content Area	Novels, supplemental reading materials	Donations	1200
			Subtotal:1200
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
Increase Classroom Management skills	Professional Development	Pace Center for Girls	300
Subtotal:300			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
Grand Total:1500			

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
<ul style="list-style-type: none"> ▪ 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)).

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MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Percentage of students making learning gains in mathematics.			1 Complexity of test.	Implement mandatory tutoring for students who fall below a 70% in math Provide ongoing assessments in the form of screenings, monitoring, diagnosis and checks for desired outcomes Incorporate supplemental reading materials in math curriculum	Math teacher Administration Instructional Staff District Staff	Benchmark assessments growth, increase rigor in reading comprehension and fluency Provide intensive/enrichment math instruction for all students	Benchmark Testing FCAT testing Curriculum assessment FAIR testing
<u>Mathematics Goal #1:</u>							
By July, 2013 Pace will increase the number students scoring level 3 in math by 10% in 8 th grade	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	In June of 2012, 0% of 8 th graders(0 of 10) scored a level 3 or higher in FCAT math	By June of 2013, 10% of 8 th graders will score a level 3 or higher in FCAT math					
			2. Previous and current below level performance in reading math materials	Increase reading rigor in math Improve implementation of the RtI model.	Math teachers Administration Instructional Staff District Staff	Benchmark assessments growth, increase rigor in reading comprehension and fluency Provide intensive/enrichment math instruction for all students	Benchmark Testing FCAT testing Curriculum assessment FAIR testing
			3. Diverse Academic Needs	. Use disaggregated data to determine student strength and needs	Math teachers Administration Instructional Staff District Staff	Benchmark assessments growth, increase rigor in reading comprehension and fluency Provide intensive/enrichment math instruction for all students	Benchmark Testing FCAT testing Curriculum assessment FAIR testing

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 N/A	0% (.5%) of 8 th graders (0 of 10) scored a level 3 or higher in FCAT Math.	10% (1 out of 10) of 8 th graders will score a level 3 or higher in FCAT Math.	20% (2/10) 8 th graders will score a level 3 or higher in FCAT Math.	30% (3/10) 8 th graders will score a level 3 or higher in FCAT Math.	50% (5//10) 8 th graders will score a level 3 or higher in FCAT Math.	80% (8 /10) 8 th graders will score a level 3 or higher

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<p>Mathematics Goal #2:</p> <p><i>Enter narrative for the goal in this box.</i></p>						<i>in FCAT Math.</i>
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Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra.			1. Ineffective use of reading strategies in content areas.	Training content area teachers in reading strategies through PLCs and on-site staff development.	Administrator Math teacher	Leadership team will cooperate to implement a continuous schedule for classroom observations.	Teacher observations, PLC Reading Rubric, and PLC teacher product samples.
Algebra Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By July 2013 Pace will increase the number of students scoring a level 3 or higher in Algebra I EOC by 10% .	<i>In June 2012, 18% of student (2 of 11)s in 9th and 10th grade scored a level 3 or above in Algebra I EOC.</i>	<i>In June of 2013, 28 % of students in 9th and 10th grade will score a level 3 or above in Algebra I EOC.</i>					
			2. Train teachers in the use of CIA blueprint and test item specs in creating common assessments	Administrator Classroom Teacher	Teachers will engage in structured comparison among CIA blueprint, test item specifications, and assessments.	Test samples and lesson plans.	Test samples and lesson plans.
			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 Algebra.			1. Loss of skill level.	Differentiating instruction to provide enrichment at a challenging level.	Administrator Classroom Teacher	Tracking though RtI Meetings and Math PLCs	Algebra EOC Benchmark Tests
Algebra Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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By July 2013 Pace will increase the number of students scoring a level 4 or higher in Algebra I EOC by 9%.	In June of 2012, 0 percent of students (0 of 11) scored a 4 or above in Algebra I EOC	In June of 2013, 9 percent (1 of 11) of students will score a 4 or above in Algebra I EOC						
			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			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%. <u>Algebra Goal #3:</u> <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011 N/A	18% of students (2 /11) students in 9 th and 10 th grade scored a level 3 or above in Algebra I EOC.	36% of student (4/ 11) students in 9 th and 10 th grade scored a level 3 or above in Algebra I EOC.	54% of student (6/11) students in 9 th and 10 th grade scored a level 3 or above in Algebra I EOC.	72% of student (8/ 11) students in 9 th and 10 th grade scored a level 3 or above in Algebra I EOC.	90% of students (10/ 11) students in 9 th and 10 th grade scored a level 3 or above in Algebra I EOC.	100% of student (11/ 11) students in 9 th and 10 th grade scored a level 3 or above in Algebra I EOC.	

End of Algebra EOC Goals

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Geometry End-of-Course Goals

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1. Complexity of test.	Implement mandatory tutoring for students who fall below a 70% in math Provide ongoing assessments in the form of screenings, monitoring, diagnosis and checks for desired outcomes Incorporate supplemental reading materials in math curriculum	Math teachers Administration Instructional Staff District Staff	Benchmark assessments growth, increase rigor in reading comprehension and fluency Provide intensive/enrichment math instruction for all students	Classroom Assessments, Test Samples, Teacher lesson plans,
Geometry Goal #1: <i>By July 2013 Pace will increase the number of students scoring a level 3 or higher in Geometry EOC by 10%.</i>	2012 Current Level of Performance:* <i>In June 2012, 0% of students (0 of 18) scored a level 3 or higher on the Geometry EOC.</i>	2013 Expected Level of Performance:* <i>By June 2013, 10 percent of students will score a level 3 or higher on the Geometry EOC</i>	2. Ineffective use of reading strategies in content areas.				
	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			
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. Loss of skill level.	2.1. Differentiating instruction to provide enrichment at a challenging level.	2.1. Administrator Classroom Teachers	2.1. Tracking through RtI Meetings and Math PLCs	2.1. Geometry EOC Benchmark Tests
Geometry Goal #2: <i>By June of 2013, Pace will increase the number of students achieving a 4 or higher in Geometry EOC by 5 percent</i>	2012 Current Level of Performance:* <i>In June 2012, 0 percent (0 of 18) students scored a level 4 or above in Geometry EOC</i>	2013 Expected Level of Performance:* <i>In June 2013, 5 percent (1 of 18) of students will score a 4 or higher in Geometry EOC</i>					
			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
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Geometry Goal #3: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011 N/A	<i>0 percent (0/18) students scored a level 4 or above in Geometry EOC</i>	<i>6% (1/ 18) of students will score a level 4 or higher in FCAT Math.</i>	<i>17% (3/ 18) of students will score a level 4 or higher in FCAT Math.</i>	<i>33% (6/ 18) of students will score a level 4 or higher in FCAT Math.</i>	<i>50% (9/18) students will score a level 4 or higher in FCAT Math.</i>	<i>83% (15/18) students will score a level 4 or higher in FCAT Math.</i>

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
Differentiated Instructional Strategies	All subjects 6-12	Alternative Education Literacy Leadership Team	School Wide	Once per month at Alternative Education and bi-weekly at PACE staff meetings.	Observation Lesson plans Classroom Walkthroughs	Alternative Education Literacy Coaches PACE Administration District Liaison
RI	All subjects 6-12	District Staff	School Wide	Bi-weekly	Biweekly RtI/progress monitoring meetings	Administration

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
Increase Math Skills	Supplemental Math materials	Pace Center for Girls	500
			Subtotal:500
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Classroom Management skills	Professional Development	Pace Center for Girls	300
			Subtotal:300
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Salary	Salary for teacher	Pace Center for Girls	50,540
			Grand Total:51340

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
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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
1. Students scoring at Achievement Level 3 in Biology.			1.1. Complexity of test.	Implement mandatory tutoring for students who fall below a 70% in Biology Provide ongoing assessments in the form of screenings, monitoring, diagnosis and checks for desired outcomes Incorporate supplemental reading materials in biology curriculum	Biology teacher Administration Instructional Staff District Staff	Benchmark assessments growth, increase rigor in reading comprehension and fluency Provide intensive/enrichment instruction for all students	Classroom Assessments, Test Samples, Teacher lesson plans,
Biology Goal #1: <i>By July 2013 Pace will increase the number of students scoring a level 3 or higher Biology by 10%..</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>In June of 2012, 9% (1 of 11) of students scored a level 3 in the Biology EOC.</i>	<i>By June of 2013, 19% of students will score a level 3 or above on the Biology EOC.</i>					
			2. Ineffective use of reading strategies in content areas.	Training content area teachers in reading strategies through PLCs and on-site staff development.	Administrator Biology teacher	Leadership team will cooperate to implement a continuous schedule for classroom observations.	Teacher observations, PLC Rubric, and PLC teacher product samples.
			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 Biology.			2.1. Loss of skill level.	2.1. Differentiating instruction to provide enrichment at a challenging level.	2.1. Administrator Classroom Teacher	2.1. Tracking through RTI Meetings	2.1. Biology EOC Benchmark Tests
Biology Goal #2: <i>By June of 2013, 5 percent of students will score a 4 or higher on the Biology EOC</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>0% of students scored a level 4 or higher in the Biology EOC.</i>	<i>5% of students will score a 4 or higher on the Biology EOC.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Science Professional Development

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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
Differentiated Instructional Strategies	All subjects 6-12	Alternative Education Literacy Leadership Team	School Wide	Once per month at Alternative Education and bi-weekly at PACE staff meetings.	Observation Lesson plans Classroom Walkthroughs	Alternative Education Literacy Coaches PACE Administration District Liaison
RtI	All subjects 6-12	District Staff	School Wide	Bi-weekly	Biweekly RtI/progress monitoring meetings	Administration

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
Increase Science Skills	Supplemental Science materials	Pace Center for Girls	500
			Subtotal:500
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Increase Classroom Management skills	Professional Development	Pace Center for Girls	300
			Subtotal:300
Other			
Strategy	Description of Resources	Funding Source	Amount
Salary	Salary for teacher	Pace Center for Girls	50,540
			Subtotal:50540

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				
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.							
Civics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A						
			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.
Civics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter narrative for the goal 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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

End of Civics Goals

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
1. Students scoring at Achievement Level 3 in U.S. History.							
U.S. History Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A						
			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.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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

**2012-2013 School Improvement Plan Juvenile Justice Education Programs
U.S. History Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

U.S. History Budget (Insert rows as needed)

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

End of U.S. History Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
<ul style="list-style-type: none"> • 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)? <ul style="list-style-type: none"> ▪ 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
1. Career Education Goal		1.1.	. Seek donation/scholarships to provide students with field trips to enhance curriculum	Administration Instructional	Student feed back, faculty input	Successful completion of vocational employability skills curriculum
All students will be exposed to career exploration throughout the school year across all content areas Increase vocational employability skills	2012 Current Level :*	2013 Expected Level :*	Adequate funding for field trips			
	<i>100 percent(48) of students were exposed to employability and life skills through Vocational Employability Skills for Youth/Career Planning</i>	<i>100(51) percent of students were exposed to employability and life skills through Vocational Employability Skills for Youth/Career Planning</i>				
			1.2. Attendance	1.2. Virtual Field trips	1.2.. Administration Instructional	1.2. Student feed back, faculty input
			1.3.	1.3.	1.3.	1.3.

**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
PACE Spirited Girls course Refresher	6-12	PACE Corporate	School-wide	weekly	Best practices staff meeting	Administration
RtI	All subjects 6-12	District Staff	School Wide	Bi-weekly	Biweekly RtI/progress monitoring meetings	Administration

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
Increase Vocational Skills	Supplemental materials	Pace Center for Girls	500
			Subtotal:500
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Classroom Management skills	Professional Development	Pace Center for Girls	300
			Subtotal:300
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Salary	Salary for teacher	Pace Center for Girls	50,540
			Grand Total:51340

End of Career Education Goal(s)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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 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
1. Transition Goal			1.1.	.Every student will meet with the Transition Counselor to review transition summary/plan	. Transition Counselor PACE Senior Staff	. Parental attendance at monthly meetings	. Percentage of students returning to home school
Increase student and parental participation in long term planning to ensure student success.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>	Student and family lack of interest in long range planning	Transition Counselor will meet with the student and complete the Transition Exit Plan and discuss post secondary goals Monthly meeting with parent(s)/family to monitor attendance, gain input, and monitor progress	Instructional staff	Student participation in long range planning based on their academic and vocational goals and interests	
	<i>100 percent (49) of students 70 percent of parents are participating in transition planning</i>	<i>100 percent of students (51) and 80% of parents will participate in transition planning</i>					
			Adequate parent involvement in student success	Monthly meeting with parent(s)/family to monitor attendance, gain input, and monitor progress	. Transition Counselor PACE Senior Staff Instructional staff	. Parental attendance at monthly meetings	. Percentage of students returning to home school
			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	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates and Schedules (e.g. , Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		
PACE Transitional Counselor Training	All Grade	PACE Corporate	School wide	On going	Transition Staff Meeting	Administration 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
Transition monitoring	Travel to sites to monitor transition girls	Pace Center for Girls	500
			Subtotal:500
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase transitional skills	Professional Development	Pace Center for Girls	300
			Subtotal:300
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Transition Counselor	Monitor transition students	Pace Center for Girls	48512
			Grand Total:49312

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
<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?

* 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 Attendance for PACE students has been hindered by public transportation challenges, parental involvement and financial issues	Incentive for perfect attendance	Instructors Counselors Administration	Weekly Student Success Team (Care Review) meetings to monitor excessive tardiness Monitor daily attendance	Attendance Rate
Increase overall attendance rate by 10% and decrease the number of excessive tardiness by 20%	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>		Attendance Contracts			
	<i>81 percent(41) of students are in school daily</i>	<i>90 percent (45) of students will be in attendance daily</i>		Weekly monitoring of attendance and use of 5 & 10 day attendance letters			
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>		Implement incentive plan to increase attendance and decrease tardiness			
	<i>58 students had 10 or more absences</i>	<i>No more than 25 students will have 10 or more absences</i>	Continue implementation of action plan for non-attending				

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	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)		students			
	63 students had excessive tardiness throughout the year	No more than 40 students will have excessive tardiness throughout the year		Implement incentive plan to increase attendance and decrease tardiness			
				Continue implementation of action plan for non-attending students			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Success Team Staff Development	6-12	PACE Senior Staff	School Wide	weekly monitoring	Weekly staff meeting to monitor attendance goals	Administration Staff

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
Attendance Incentives	Various incentives for attendance	Pace	2000
			Subtotal:2000
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Professional Development			

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Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total:2000

End of Attendance Goals

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:1500
Mathematics Budget	Total:51340
Science Budget	Total:51340
Civics Budget	Total:0
U.S. History Budget	Total:0
Career Budget	Total:0
Transition Budget	Total:49312
Attendance Budget	Total:2000
Grand Total:155492	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes

No

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

Describe projected use of SAC funds.	Amount

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