

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) for Juvenile Justice Education Programs

2012–2013

2012-2013 School Improvement Plan Juvenile Justice Education Programs

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: PACE Center for Girls	District Name: Manatee
Principal: Wendy Hensell	Superintendent:
SAC Chair: Amy Wick Mavis	Date of School Board Approval: 12/10/12

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	Wendy Hensell	Ed Leadership; ESOL; Reading Endorsement; ESE (K-12)	1	1	
Lead Educator	N/A				

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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				

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.
Math	David Gadewoltz	Professional Certification Math 5-9 & 6-12	12	19	AYP: 2005-1006 Learning gains in math: 2003-2004, 2004-2005, 2009-2010
Science	Jason Cannon	Professional Certification Gen Sc 5-9 & Bio 6-12	1	6	
PCSDS	Stephanie Southerland	Professional Certification Social Work preK-12	11	11	
Social Studies	Sarah Boler	Professional Certification Soc Science 6-12	1	1	
English	Kymberli Rivers	Temp Certificate English 6-12	2	2	

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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. N/A			
2.			
3.			
4.			

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessionals that are teaching out-of-field and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1) Kathy Morgan / Reading	1) Working on competencies, 2 completed

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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
6	1/6 = 17%	1/6 = 17%	3/6 = 50%	1/6 = 17%	0/6 = 0%	5/6 = 83%	0%	0%	3/6 = 50%

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
Kymberli Rivers	Sarah Boler	Proximity	Collaborative teaching meetings; 1:1 guidance
Jason Cannon	Kathy Morgan	Proximity	Collaborative teaching meetings; 1:1 guidance

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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.

At care review, reading progress is discussed by all the teachers. During AIP's, reading goals are reviewed with each individual student. Teachers provide the Academic Manager with lesson plans detailing reading strategies in each class. Reading materials, specific to each content area are incorporated into classes. Monthly Academic staff meetings focus on sharing strategies and reviewing FCAT progress. The Academic Manager performs observations to ensure strategies are being implemented in all classes as needed. The Academic Manager uses fidelity checks and walk-throughs on a regular basis.

****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 Manatee does not offer 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?

Students meet with their Counselors to explore career options. All students attend Personal, School, Career Development Skills (Spirited Girls curriculum) where they develop job readiness skills, use Choices and complete e-Peps. Students meet bi-weekly with an academic advisor to review course work and course selections. Students who request courses not offered at PACE, meet with the Academic Manager and can be assigned to Florida Virtual School for after school work on those courses.

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.

Those students who are close to completing their secondary education are grouped together in the Career Academy. Their daily focus is on completing requirements and exploring post-secondary school options.

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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
<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? ▪ What percentage of students made learning gains? ▪ What was the percent increase or decrease of students making learning gains? ▪ What are the anticipated barriers to increasing the percentage of students making learning gains? ▪ What strategies will be implemented to increase and maintain proficiency for these students? ▪ What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

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

READING GOALS	Problem-Solving Process to Increase Student Achievement								
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
<p>1. Percentage of students making learning gains in reading.</p> <p><u>Reading Goal #1:</u></p> <p>In the 2012-2013 school year, 50% of PACE Center for Girls students present for both Survey 2 and Survey 3 FTE periods will make learning gains in reading as evidenced by FCAT scores.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">2012 Current Level of Performance:*</th> <th style="text-align: center;">2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">56% (14) students made learning gains as evidenced by FCAT score increases.</td> <td style="text-align: center;">In the 2012-2013 school year, 50% of PACE Center for Girls students present for both Survey 2 and Survey 3 FTE periods will make learning gains in reading as evidenced by FCAT scores.</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	56% (14) students made learning gains as evidenced by FCAT score increases.	In the 2012-2013 school year, 50% of PACE Center for Girls students present for both Survey 2 and Survey 3 FTE periods will make learning gains in reading as evidenced by FCAT scores.	<p>1.1. Students begin the year with below grade level skills.</p>	<p>1.1. PACE offers a 230 day academic school year, with over 300 minutes of daily instruction. Level 1 FCAT students receive 100 minutes of daily instruction and Level 2 FCAT students receive 50 minutes of daily instruction. In all classes, students are grouped according to their reading ability (level). Materials & strategies include: teacher directed lessons, silent sustained reading, Inside & Edge text, Scope Magazines, COACH; FCAT, spellingcity.com and Center rotation. Remediation materials are provided through homework. All students have an AIP with reading specific goals that is reviewed bi-weekly. Teacher: student ratio does not exceed 1:12. MCSD provides a Reading Coach as needed.</p>	<p>1.1. The Reading teacher, under the Supervision of the Academic Manager, monitors curriculum & lessons. The Academic Manager provides monthly supervision and walk throughs.</p>	<p>1.1. The FAIR is administered 3X's per year. The MCSB Reading Coach provides individual "data chats" to evaluate progress. Teachers discuss effectiveness during weekly Care Review. Classroom assignments and tests are assigned & graded.</p>	<p>1.1. The FAIR is administered 3X's per year. Report cards and progress reports provide quarterly grades.</p>
2012 Current Level of Performance:*	2013 Expected Level of Performance:*								
56% (14) students made learning gains as evidenced by FCAT score increases.	In the 2012-2013 school year, 50% of PACE Center for Girls students present for both Survey 2 and Survey 3 FTE periods will make learning gains in reading as evidenced by FCAT scores.								

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				Individual tutoring is provided			
		1.2. Students have limited vocabularies.	1.2.. Increased vocabulary emphasis across curricula including: Scope Magazine in Science & Social Studies and weekly vocabulary tests in math. Use of journaling and blogging and implementation of spellingcity.com.	1.2.. The Academic Manager monitors cross curricula vocabulary efforts of all teachers during monthly supervision.	1.2. The FAIR is administered 3X's per year. The MCSB Reading Coach provides individual "data chats" to evaluate progress. Teachers discuss effectiveness during weekly Care Review. Classroom assignments and tests are assigned & graded.	1.2. The FAIR is administered 3X's per year. Report cards and progress reports provide quarterly grades.	
		1.1. Students not making learning gains might need additional time to learn.	1.3. Remediation work is provided to augment learning based upon identified needs from FAIR testing. PACE girls attend school 230 days throughout the year and receive more than 300 minutes of instruction daily.	1.3. The PACE curriculum is individualized so the girls work at their own rate of learning, with the teacher: student ratio never exceeding 1:12.	1.3. The FAIR is administered 3X's per year. The MCSB Reading Coach provides individual "data chats" to evaluate progress. Teachers discuss effectiveness during weekly Care Review. Classroom assignments and tests are assigned & graded.	1.3.. The FAIR is administered 3X's per year. Report cards and progress reports provide quarterly grades.	

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						
Reading Goal #2: N/A							

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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
N/A						

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

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Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Grand Total:

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)).

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. <u>Mathematics Goal #1:</u> In the 2012-2013 school year, 60% of PACE Center for Girls students present for both Survey 2 and Survey 3 FTE periods will make learning gains in reading as evidenced by FCAT scores.	1.1. Students begin the school year with below level skills in math.	1.1. PACE offers a 230 day academic school year, with over 300 minutes of daily instruction. Materials & strategies include: Coach FCAT books, approved texts, Novel Stars, Working with Numbers and Mathletics (computerized math program). Remediation materials are provided through homework. All students have an AIP with math specific goals that is reviewed bi-weekly. Teacher: student ratio does not exceed 1:12. Tutoring is available.	1.1. The Math Teacher is supervised by the Academic Manager	1.1. Teachers will report progress during Care Review.	1.1. Report cards and progress reports provide quarterly grades.				
	<table border="1"> <thead> <tr> <th style="text-align: center;">2012 Current Level of Performance:*</th> <th style="text-align: center;">2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">50%(9) of the students present in survey 2 and 3 made learning gains as evident in the math FCAT scores.</td> <td style="text-align: center;">60% of the students present in survey 2 and 3 made learning gains as evident in the math FCAT scores.</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	50%(9) of the students present in survey 2 and 3 made learning gains as evident in the math FCAT scores.	60% of the students present in survey 2 and 3 made learning gains as evident in the math FCAT scores.				
2012 Current Level of Performance:*	2013 Expected Level of Performance:*								
50%(9) of the students present in survey 2 and 3 made learning gains as evident in the math FCAT scores.	60% of the students present in survey 2 and 3 made learning gains as evident in the math FCAT scores.								

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		1.2. Students have not yet mastered previously learned math concepts.	1.2. PACE offers a 230 day academic school year, with over 300 minutes of daily instruction. Materials & strategies include: Coach FCAT books, approved texts, Novel Stars, Working with Numbers and Mathletics (computerized math program). Remediation materials are provided through homework. All students have an AIP with math specific goals that is reviewed bi-weekly. Teacher: student ratio does not exceed 1:12. Tutoring is available.	1.2. The Math Teacher is supervised by the Academic Manager.	1.2. Teachers will report progress during Care Review.	1.2. Report cards and progress reports provide quarterly grades.
		1.3. Students have low reading comprehension which impacts their ability to read math texts.	1.3. Students receive weekly vocabulary assignments & quizzes in math. Flash cards, definitions & crossword puzzles reinforce learning. Students read aloud and word problems contain real world examples of math.	1.3. The Math Teacher is supervised by the Academic Manager	1.3. Teachers will report progress during Care Review.	1.3. Report cards and progress reports provide quarterly grades.

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						
Mathematics Goal #2: N/A							

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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.			1.1. Students begin the school year with below level skills in math.	1.1. PACE offers a 230 day academic school year, with over 300 minutes of daily instruction. Materials & strategies include: Coach FCAT books, approved texts, Novel Stars, Working with Numbers and Mathletics (computerized math program). Remediation materials are provided through homework. All students have an AIP with math specific goals that is reviewed bi-weekly. Teacher: student ratio does not exceed 1:12. Tutoring is available.	1.1. The Math Teacher is supervised by the Academic Manager	1.1. Teachers will report progress during Care Review.	1.1. Report cards and progress reports provide quarterly grades.
<u>Algebra Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
			1.2 Students have not yet mastered previously learned math concepts.	1.2. Students receive weekly vocabulary assignments & quizzes in math. Flash cards, definitions & crossword puzzles reinforce learning. Students read aloud and word problems contain real world examples of math.	1.2. The Math Teacher is supervised by the Academic Manager	1.2. Teachers will report progress during Care Review.	1.2. Report cards and progress reports provide quarterly grades.
			1.3 Students have low reading comprehension which impacts their ability to read math texts.	1.3. Students receive weekly vocabulary assignments & quizzes in math. Flash cards, definitions & crossword puzzles reinforce learning. Students read aloud and word problems contain real world examples of math.	1.3. The Math Teacher is supervised by the Academic Manager	1.3. Teachers will report progress during Care Review.	1.3. Report cards and progress reports provide quarterly grades.
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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2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			2.1.	2.1.	2.1.	2.1.	2.1.	
Algebra Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
			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%.	Baseline data 2010-2011							
Algebra Goal #3: N/A								

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.			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Geometry Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
No data is available.							
			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 Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
<u>Geometry Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A			N/A	N/A			
			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						
Geometry Goal #3: N/A							

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
N/A						

End of Geometry EOC Goals

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Mathematics Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			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

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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				
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.	1.1.	1.1.	1.1.	1.1.
Biology Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			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 Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.

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		2.3	2.3	2.3	2.3	2.3
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Science Professional Development

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

Science Budget (Insert rows as needed)

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:

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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				
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.
Civics Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			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.
Civics Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.

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		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.						
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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Subtotal:
Total:

End of Civics Goals

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

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

U.S. History EOC Goals			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.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		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.						
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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

			Subtotal:
			Total:

End of U.S. History Goals

Career Education Goals

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

Guiding Questions to Inform the Problem-Solving Process
<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 In the 2012-2013 school year, 100% (102) of PACE students present for survey 2 and 3 will explore careers as part of the general curriculum.	<table border="1"> <thead> <tr> <th style="text-align: center;">2012 Current Level :*</th> <th style="text-align: center;">2013 Expected Level :*</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">100% (102) of PACE students received career education as part of a specific course..</td> <td style="text-align: center;">100% of PACE students will receive career education as part of a specific course..</td> </tr> </tbody> </table>	2012 Current Level :*	2013 Expected Level :*	100% (102) of PACE students received career education as part of a specific course..	100% of PACE students will receive career education as part of a specific course..	1.1. Previous academic failure hinders student's ability to consider career options.	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.	1.1. The Academic Manager supervises the Spirited Girls Teacher.	1.1. Effectiveness is monitored through Care Review and feedback between teachers and counselors.	1.1. Report cards & progress reports monitor academic progress.
2012 Current Level :*	2013 Expected Level :*									
100% (102) of PACE students received career education as part of a specific course..	100% of PACE students will receive career education as part of a specific course..									
		1.2. Middle School students lack career direction/focus.	1.2. E-Peps are completed with all 8 th graders by March. Guest speakers help inform students.	1.2. The Academic Manager supervises the Spirited Girls Teacher.	1.2. E-Peps are web based and students have their own access code.	1.2. E-Pep is web based				
		1.3. Students lack exposure to	1.3. Job Shadows and guest	1.3. The Academic	1.3. Effectiveness is monitored	1.3. Report cards &				

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		viable career options.	speakers expand student knowledge of career options.	Manager supervises the Spirited Girls Teacher.	through Care Review and feedback between teachers and counselors	progress reports monitor progress.
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Career Education Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic 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
N/A						

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			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			

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

End of Career Education Goal(s)

Transition Goal(s)

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

Guiding Questions to Inform the Problem-Solving Process

- How does the program deal with transition planning (entry and exit transition)?
- 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. 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 Registrar is supervised by the Academic 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
In the 2012-2013 school year of transitioning girls will do so successfully into an appropriate educational setting or into a vocation.	85%	2012 Current Level :*					
		88%(494) of the girls who left PACE successfully transitioned into appropriate educational settings or into a vocation.		85% 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	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	1.2. Annual Outcome Measure report from ETO

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				does the follow up.	3 rd year.	
		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 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
N/A						

Transition Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			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			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
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?

* 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	I.1. PACE girls have a	I.1. PACE provides a year round	I.1. The Social Service	I.1. Effectiveness is monitored	I.1. Actual daily

2012-2013 School Improvement Plan Juvenile Justice Education Programs

During the 2012-2013 school year, for those girls served over 45 days, the daily attendance rate will be 85% .	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	history of not attending school.	schedule with 230 academic days. Counselors provide incentives for girls to come to school. Parents are called by 9am if their daughter is not in school. Counselors will provide transportation, if necessary. Bus passes are available for every student. Counselors meet with families every month and develop strategies to increase attendance and decrease absences & tardies. Attendance is documented daily in ETO. Attendance contracts are written if necessary.	Manager supervises Counselors who monitor attendance. The Executive Director supervises the Program Aide who completes all the documentation regarding attendance. The Executive Director monitors monthly census reports for attendance issues.	through care Review and review of monthly attendance data.	attendance data in ETO
	37% (29/78)	85%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	59% (60/102)	50%					
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)						
57% (58/102)	50%						
			1.2. Family circumstances often interfere with school attendance.	1.2. Counselors work with families to decrease circumstances that interfere with school attendance. On site counseling is available daily to address family issues.	1.2. The Social Service Manager supervises Counselors who monitor attendance. The Executive Director supervises the Program Aide who completes all the documentation regarding attendance. The Executive Director monitors monthly census reports for attendance issues.	1.2. Effectiveness is monitored through care Review and review of monthly attendance data.	1.2. Actual daily attendance data in ETO.
			1.3. Attending school is not an intrinsic value.	1.3. Incentives are used to develop motivation to attend school. Students who meet attendance goals can "shop" in the Point Spot, receive monthly awards and can be nominated for Shining Star.	1.3. The Social Service Manager supervises Counselors who monitor attendance. The Executive Director supervises the Program Aide who completes all the documentation regarding attendance. The Executive Director monitors monthly census reports for attendance issues.	1.3. Effectiveness is monitored through care Review and review of monthly attendance data.	1.3. Actual daily attendance data in ETO

Attendance Professional Development

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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	Total:0
Mathematics Budget	Total:0
Science Budget	Total:0
Civics Budget	Total:0
U.S. History Budget	Total:0
Career Budget	Total:0
Transition Budget	Total:0
Attendance Budget	Total:0
	Grand Total:0

School Advisory Council

School Advisory Council (SAC) Membership Compliance

May 2012

Rule 6A-1.099811

Revised May 25, 2012

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

Yes

No

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

Describe projected use of SAC funds.	Amount
N/A	

Describe the activities of the School Advisory Council for the upcoming year.
The SAC has 3 goals this year: Explore a new building, increase staff appreciation and raise awareness and funds to support PACE.