

# 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, Inc	District Name: Alachua
Principal: Kathie Southwick	Superintendent: Dan Boyd
SAC Chair: Lilia Coe	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.
Executive Director	Kathie Southwick	Master of Science & Licensed Mental Health Counselor in the State of Florida	14 years	14 Years	PACE has received Superior rating over the past 6 years by Department of Education (JJEEP) and Department of Juvenile Justice
Academic Manager Lead Educator	Tawanna Hines	Bachelors of Science & Teaching Certificate in Mathematics	8 Years	8 Years	PACE has received Superior rating over the past 6 years by Department of Education (JJEEP) and Department of Juvenile Justice

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### Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Reading	Cottie Wright	<ul style="list-style-type: none"> <li>➤ B.S. in History and Political Science</li> <li>➤ Masters in secondary Social studies education</li> <li>➤ Certification in supervision and leadership, adult education</li> <li>➤ Reading Endorsement K-12</li> </ul>	3	<ul style="list-style-type: none"> <li>➤ 6 Years Reading Coach</li> <li>➤ 41 Years educational instructional experience</li> </ul>	She has worked with several schools within the district that made AYP and showed substantial gains in FCAT scores resulting in the schools obtaining an "A" grade.

### 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 & Reading	John LaLacona	<ul style="list-style-type: none"> <li>➤ B.S. and Masters in Business</li> <li>➤ Mathematics 6<sup>th</sup> – 12<sup>th</sup></li> <li>➤ Reading Endorsement</li> </ul>	4 Years	4 Years	

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History	Allison Jones	<ul style="list-style-type: none"> <li>➤ Social Science 6<sup>th</sup> – 12<sup>th</sup></li> <li>➤ ESE K – 12th</li> <li>➤ Elementary K – 6<sup>th</sup></li> </ul>	1 Year	8 Years	
English	Analia Racioppi	<ul style="list-style-type: none"> <li>➤ English 6<sup>th</sup> – 12<sup>th</sup></li> </ul>	11 Months	8 Year	
Science	Allison Marek	<ul style="list-style-type: none"> <li>➤ General Science 5<sup>th</sup> – 9<sup>th</sup></li> <li>➤ Agricultural Science 6<sup>th</sup> – 12<sup>th</sup></li> <li>➤ Middle Grade Integrated Curriculum</li> </ul>	1 Month	1 Years	
Personal Career and School Counseling	Megan Lamon	<ul style="list-style-type: none"> <li>➤ Middle Grade Integrated Curriculum</li> <li>➤ Reading Endorsement</li> </ul>	1 Month	2 Years	

## 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. Created a positive working environment that is teamwork oriented	Executive Director	On-going	
2. We encourage an open-door policy to administrators	Academic Manager & Executive Director	On-going	
3. New teachers are enrolled in the teacher induction program and worked with very closely to meet requirements for certification	Kathy Shewey Michael Jacobi Academic Manager	On-going	
4. Teachers have access to district trainings, workshops and webinars to ensure their success in the classroom.	Academic Manager	On-going	
5. Maintain a clean and safe working environment	Executive Director and Academic Manager	On-going	
6. Great health benefits with options, 401K investment with 100% matching, and 3 day weekends every other month	Executive Director & Benefit Director	Annual Review	
7. Teacher appreciation: the local board host an annual staff appreciation and frequent small tokens of appreciation throughout the year.	Local Board of Directors	On-going	

## *Non-Highly Effective Instructors*

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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
N/A	

***Staff Demographics***

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
5	0%	40%	60%	0%	75%	100%	40%	0%	25%

***Teacher Mentoring Program***

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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
Currently there are not any new teachers			

**\*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.

Every teacher is required to pursue the Reading Endorsement. This will give them the strategies necessary to teach a reading class as well as reading in their content area. CRISS training will be offered on effective teaching strategies. A district assigned reading coach provides training to teachers as needed and also performs fidelity checks two times a year.

**\*High Schools Only**

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

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

All students are enrolled in PCSD (Personal Career and Social Development). The girls work on a unit that addresses resume writing, interviewing techniques, completing work applications, proper dress attire, and communication skills. Career speaker are brought into the class as role models and mentors. Students also participate in ePEPs (Facts.org) to view their progress in high school and to research interested career paths. All core classes, math, english, science and history will create lessons to help students connect classroom lessons with applicable and relevant future events.

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How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful to their future?

Students are placed in classes based on their individual academic needs using FCAT scores, Individual Educational Plan and official transcripts. Student are permitted to takes classes that are of pertinence to them through FLVS and Education Options if not offer at PACE. A student may also utilize the adult education program to take classes needed to meet their educational goals. Each girl has the opportunity to read books, magazines, newspapers, or any other reading materials based on their choice daily for 30 minutes. A variety of leisure reading materials are dispersed throughout the common areas of the building for students to have access to throughout the day. Finally, due to an increased number of girls needing a Vocational course for middle school promotion requirements, we offer Personal Development and Career Planning to meet this requirement.

### *Postsecondary Transition*

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

We encourage many of our students who score level 3 or better on the FCAT in math and reading to apply for dual enrollment at a local college if applicable and we also encourage our students to take the PSAT, PLAN and ACT to see what skills need improvement to help them prepare for entrance into a college. Each student receives a career interest inventory at enrollment and a career IAP is created for her based of the results. Students' meet bi-weekly counselor and advisor to work on creating a career portfolio. During these meetings, the girl is able to discuss her career aspirations and research requirements for pursuing a career in her field of interest. Additionally, all of the girls receive monthly instruction on career-related subjects through their Spirited Girls' class. Guest speakers come to PACE to discuss career, vocational, and college planning. Workshops are conducted to assist girls with resume writing and college planning. Several vocational field trips are arranged each month so that girls are exposed to a variety of potential occupations. During these field trips, the students learn about the education necessary for a variety of jobs.

## 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?

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



READING GOALS			Problem-Solving Process to Increase Student Achievement								
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
<b>1. Percentage of students making learning gains in reading.</b> <u>Reading Goal #1:</u> During the 2012-2013 academic school year, 70% of students present for both survey 2 and survey 3 FTE periods will make learning gains in reading as evident by their FCAT scores for back to back years.			1.1. Students have limited vocabularies	<ul style="list-style-type: none"> <li>□ Interactive Word Wall</li> <li>□ Teachers will designate a portion of language arts instruction specifically to vocabulary building</li> <li>□ Teachers will teach vocabulary in context and content.</li> </ul>	1.1. Academic Manager Reading Teachers	1.1. Students are given a baseline pretest in reading and periodic assessments.	<ul style="list-style-type: none"> <li>□ Progress will be monitored through the use of periodic assessment (FAIR), FCAT, and teacher created assessments.</li> <li>□ Teachers will keep a “data Chat notebook” and discuss monthly during Academic Meeting.</li> <li>□ District Reading Coach and Reading teacher/coordinator will perform monthly lesson studies to evaluate effective strategies for continuous improvement</li> </ul>				
<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>38% students made learning gains as evident by FCAT scores.</td> <td>70% of students will make learning gains as evident by FCAT scores.</td> </tr> </tbody> </table>			2012 Current Level of Performance:*	2013 Expected Level of Performance:*	38% students made learning gains as evident by FCAT scores.	70% of students will make learning gains as evident by FCAT scores.		1.2. Students not actively engaged in student-centered activities	<ul style="list-style-type: none"> <li>□ Teacher will develop and implement lesson plans with student interest in mind and include hands on activities.</li> <li>□ Teachers will use pre, during, and post reading strategies.</li> </ul>	1.2. Academic Manager Reading Teachers	1.2. Discuss students progress during weekly Care Review
2012 Current Level of Performance:*	2013 Expected Level of Performance:*										
38% students made learning gains as evident by FCAT scores.	70% of students will make learning gains as evident by FCAT scores.										
			1.3. Students have difficulty making connections to the text.	<ul style="list-style-type: none"> <li>□ Teachers will use the pre reading strategies to build background knowledge in order to increase student success with high interest topics.</li> </ul>	1.3. Academic Manager Reading Teachers Core class teachers	1.3. Use of the Gradual Release Model					
			1.4. Students are not motivated to read	<ul style="list-style-type: none"> <li>□ Each girl has the opportunity to read books, magazines, newspapers, or any other reading materials based on their choice daily for 30 minutes.</li> <li>□ A variety of reading materials will be available for students to have access to throughout the day.</li> <li>□ Teachers will plan a quarterly fieldtrip to the local library to ensure students understand how to</li> </ul>	1.4. Academic Manager Reading Teachers	1.4. Use of the Gradual Release Model					
<b>May 2012</b> <b>Rule 6A-1.099811</b> <b>Revised May 25, 2012</b>							9				

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

### Reading Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom Instruction that works	6 <sup>th</sup> – 12 <sup>th</sup>	Reading Coach and Reading Coordinator	All Instructional Staff	Monthly Meeting	Implementation of strategies	Academic Manager
Kagan Instructional Strategies	6 <sup>th</sup> – 12 <sup>th</sup>	District Trainings & Reading Coach	All Instructional Staff	Monthly	Teacher will compare actual outcomes with the expected outcomes and determine the efficacy	Academic Manager

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

*End of Reading Goals*

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

### **Mathematics Goals**

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

#### **Guiding Questions to Inform the Problem-Solving Process**

- Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012.
- What percentage of students made learning gains?
- What was the percent increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

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

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Percentage of students making learning gains in mathematics.</b>			1.1. Students lack understanding of key mathematics vocabulary	1.1. % Develop and implement a bi-weekly lesson to build vocabulary in math.  % Teacher will teach vocabulary in context.	1.1. Academic Manager Math Teacher	1.1. Classroom teacher will review math goal on student's IAP to ensure student is making adequate progress. If not, math teacher will revise math goal.	1.1. % Progress is monitored through the use of diagnostics.  % Observations will be performed by the Academic Manager.
<b>Mathematics Goal #1:</b>							
During the 2012-2013 academic school year, 80% of students present for both survey 2 and survey 3 FTE periods will make learning gains in math as evident by their FCAT scores for back to back years.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	70% (8) of the students present in survey 2 and survey 3 made learning gains as evident on the math FCAT scores.	During the 2011-2012 academic school year, 80% of students present for both survey 2 and survey 3 FTE periods will make learning gains in math as evident by their FCAT scores for back to back years.					
<b>May 2012 Rule 6A-1.099811 Revised May 25, 2012</b>			1.2. Students have not yet mastered previously learned math concepts.	1.2. % Hire a part time math tutor to assist math teacher with the numerous students that need additional help on assignments.  % Offer after school one-to-one tutoring for students whose skills are below grade level.  % Develop and implement bi-weekly instruction on prior taught concepts.	1.2. Academic Manager Math Teacher	1.2. Classroom teacher will review math goal on student's IAP to ensure student is making adequate progress. If not, math teacher will revise math goal.	1.2. % Progress will be monitored through the use of diagnostics.  % Progress will be monitored bi-weekly by using teacher created assessments.  % Observations will be performed by the Academic Manager.
			1.3. Students cannot make connections to new material in mathematics.	1.3. % Teacher will use high-interest, gender specific grade level	1.3. Academic Manager Math Teacher	1.3. Math Teacher will utilize mini assessments with word applications to monitor if student is increasing in her	1.3. % Progress is monitored through the use of

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

**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	
<b>1. Students scoring at Achievement Level 3 in Algebra.</b>			1.1. The majority of students who take the entrance Algebra 1 EOC are generally academically behind in math.	1.1. Provide technology to enhance classroom mathematics activities to stimulate engagement of students  1.2. Identify students who need intense algebra tutoring; provide tutoring services.  1.3. Provide math teacher with opportunities for professional development in the math discipline grades 6-12.  1.4. Provide students with the curriculum aligned with the common core standards, which will offer an increase in their chances to display mastery in the subject area of algebra.	1.1. Academic Manager and math teacher	1.1 End of Year Course Exam	1.1 End of Year Course Exam	
Algebra Goal #1:  <i>Increase the number of students scoring a Level 3 on the Algebra End of Course Exam by 25%.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	<i>Last year’s goal was to have 50% of all students successfully pass the Algebra EOC. 10% of the students passed the exam</i>	<i>25% of the students will successfully pass the Algebra EOC.</i>						
							1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</b>			2.1.	2.1.	2.1.	2.1.	2.1.	
Algebra 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.
		2.3	2.3	2.3	2.3	2.3		
<b>May 2012 Rule 6A-1.099811 Revised May 25, 2012</b>								
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

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*End of Algebra EOC Goals*

**Geometry End-of-Course Goals**

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



Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>			1.1. The majority of students who take the Geometry EOC are generally academically behind in math.	1.1. Provide technology to enhance classroom activities to stimulate engagement of students.  1.2 Identify students who need geometry tutoring and provide tutoring services.  1.3 Provide math teacher with opportunities for professional development in the math discipline grades 6-12.	Math Teacher  Academic Manager	Math teacher to monitor students progress on class assignments and On-Track assessments.	Mini-assessments	
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					FAIR Assessments	
							End of Course Exams	
							OnTrack Assessments	
							Student Grades	
			Semester and Final Exams					
			1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>			2.1.	2.1.	2.1.	2.1.	2.1.	
Geometry 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 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.
			2.3	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
<b>3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>		<b>Baseline data 2010-2011</b>						
Geometry Goal #3:								
<i>Enter narrative for the goal in this box</i>								

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Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Strategies for Developing Number Sense, Concepts and Operations.	6 <sup>th</sup> – 12 <sup>th</sup>	District offered Trainings	6 <sup>th</sup> – 12 <sup>th</sup> math Teacher	Math Department Trainings for school year 2012 – 2013	Fidelity Checks Classroom Observations Supervision Meetings	Math Teacher
State adopted textbook/curriculum	6-12 Math	District offered Trainings	Math Teacher Math Tutor	February 2013	Classroom observations and Supervision Meeting	Academic Manager

*End of Geometry EOC Goals*

**Mathematics Budget**

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

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

*End of Mathematics Goals*

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

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

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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
<b>1. Students scoring at Achievement Level 3 in Biology.</b>			1.1. Student levels of academic performance	1.1. Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance	1.1. Science Teacher Academic Manager	1.1. Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers	1.1. Classroom Walkthroughs
Biology Goal #1: 2012-2013 is a baseline year.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					Classroom Observations
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					Data chats and goal setting with teachers
							Teacher Appraisals
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					2.2.
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					2.3
							2.2.
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

## Science Professional Development

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

## 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
2012-2013 is a baseline year.						

### Science Budget (Insert rows as needed)

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

#### Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			<b>Subtotal:</b>

#### Technology

Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			<b>Subtotal:</b>

#### Professional Development

Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			<b>Subtotal:</b>

#### Other

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

*End of Science Goals*

### Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

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

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

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

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
<b>1. Students scoring at Achievement Level 3 in Civics.</b>			1.1.Motivation	1.1.	1.1.	1.1.	1.1.
<b>Civics Goal #1:</b> 40% of students will score a level 3 on the Civics End of Course Exam	<u>2012 Current Level of Performance:*</u> 0% of students have taken the Civics End of Course Exam	<u>2013 Expected Level of Performance:*</u> 40% of students will score a Level 3 on the Civics End of Course Exam	Attendance	Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers	Science teacher Academic Manager	Review of Walk Through and observation data Monthly Academic Meetings	Individual teacher meetings to discuss lesson planning and implementation Mini-assessments End of Course Exam Student Grades
			Behavior	Teacher to ask higher order, text specific questions and require complex tasks and assignments  Teacher to require students to support answers to questions with evidence from the text  Use of effective instructional strategies (Marzano, Kagan, CRISS)  Use of explicit instruction, slow release/scaffolding  Use of Webb's Depth of Knowledge			
				1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Civics Goal #2:</b> Enter narrative for the goal in this box.  May 2012 Rule 6A-1.099811 Revised May 25, 2012	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
				2.3.	2.3.	2.3.	2.3.

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

**Civics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integration of and use of technology based supports and interventions as part of instruction	6 <sup>th</sup> – 12 <sup>th</sup>	Alachua County Public Schools Curriculum Department	History Teacher	Fall 2012 to June 2013	Weekly PLC meetings Reading Coach-Writing Training	History Teacher Academic Manager

**Civics Budget (Insert rows as needed)**

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



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

	<b>Subtotal:</b>
	<b>Total:</b>

*End of Civics Goals*

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>			1.1. Motivation	1.1. Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers  Teacher to ask higher order, text specific questions and require complex tasks and assignments  Teacher to require students to support answers to questions with evidence from the text  Use of effective instructional strategies (Marzano, Kagan, CRISS)  Use of explicit instruction, slow release/scaffolding	1.1. History Teacher  Academic Manager	1.1. Review of Walk Through and observation data  Monthly supervision	1.1. Monthly supervision to discuss lesson planning and implementation  Mini-assessments  End of Course Exam  Student Grades
<b>U.S. History Goal #1:</b> 40% of students will score a Level 3 on the U.S. History End of Course Exam	<u>2012 Current Level of Performance:*</u> 0% of students have taken the U.S. History End of Course Exam	<u>2013 Expected Level of Performance:*</u> 40% of students will score a Level 3 on the U.S. History End of Course Exam	Attendance				
			1.2.				
			1.3.				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Civics Goal #2:</b> <i>Enter narrative for the goal in this box.</i>  <b>May 2012</b> <b>Rule 6A-1.099811</b> <b>Revised May 25, 2012</b>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.				
			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
Integration of and use of technology based supports and interventions as part of instruction  Text Complexity/Higher Order Questioning	6 <sup>th</sup> – 12 <sup>th</sup>	Alachua County Public Schools Curriculum Department	History Teacher	August 2012-June 2013	Monthly Academic Meetings	History Teacher  Academic Manager

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

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

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

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of U.S. History Goals*

**Career Education Goals**

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

**Guiding Questions to Inform the Problem-Solving Process**

- What career type does the program offer?
- How does the program provide career exploration for all students?
- What hands-on technical training does the program provide (type 3 programs)?
  - For type 3 programs what industry certifications are offered?
  - How many students earned industry certifications?
  - Is the program a Career and Professional Education (CAPE) Academy?

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

CAREER EDUCATION GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Career Education Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<p>In the 2012-2013 school year 100% of PACE students present will leave PACE with a better understanding of their career options and a clear path of their future (college, career, etc.).</p> <p>Career &amp; College exploration will be incorporated into the curriculum. I would like for each student that entered this school, unsure of their career path, to leave with a clearer view of at least a general career field (Medical, Law, Education, etc.) they would like to enter into upon their completion of high school. Also, for each student that entered this school, sure of their career path, to leave with more information and knowledge about their choice as well as information on various other career options available to them</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>	<p>Consistent attendance to ensure that the students are getting accurate and adequate information (i.e. Not being present in school, being pulled out of class for extended periods of time, being sent out of class for behavioral issues, etc.).</p>	<p>Speak with staff about pursuing ways to keep the students encouraged to attend school on a regular basis and about more adequate steps for dealing with discipline in class. Speak with counselors about pulling students out of class. Possibly come up with a scheduled time that students can be pulled out for counseling purposes (unless it is important or an emergency).</p>	<p>All teachers will record daily students' attendance in class and document attendance in ETO. Counselors will assist with monitoring their pull-out of students' from class. Academic Program Aide will monitor and make phone calls home according to policy.</p>	<p>Evaluate students increase or decrease in attendance levels, speak with students that decrease or remain stagnant (with poor attendance), provide them with incentives to improve their attendance, meet with the student and the parent again to inform them of the next step if attendance does not improve, place student on an attendance contract, and finally remove student from the program (due to lack of attendance).</p>	<p>Attendance reports and file reviews of the students including classroom participation, which is found in ETO.</p>
	<p>Roughly 75% of PACE students receive career education as part of a specific course or general education curriculum.</p>	<p>Approximately 100% of PACE students will receive career education as part of a specific course or general education curriculum.</p>	1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
			<p>Student's attentiveness to the information and the way in which it's being presented to them.</p>	<p>Ensure that the lessons are grade level appropriate. Ensure that the material is up to date and that I am knowledgeable and well versed on the information that I am providing to the students. Ensure that I am coming up with fun, interesting, interactive, and exciting ways to engage the students in the lesson.</p>	<p>Spirited Girls Teacher</p>	<p>Provide the student with the ability to share their thoughts on lesson and what they feel could make it better and try to incorporate their ideas. Attend trainings to ensure that I am providing the best information and resources to the students.</p>	<p>Providing the students with an open forum at the end of class or at the beginning of class (the following day) to express the effectiveness, knowledge gained, and usefulness of information from the lesson. This will either be done through verbal communication or manual (written) feedback</p>
			<p>Student's willingness to honestly explore various other career options.</p>	<p>Ensure that students know what is expected of them prior to exploring this unit and all other units. This is done as a part of the Spirited Girls Curriculum (PCSD course) as well as with their Academic Advisors.</p>	<p>Spirited Girls Teacher and Academic Advisors</p>	<p>Create an outline of what the students responsibilities are while they are in class as well as their responsibility to be honest and have an open mind, have them listen to it as I read it aloud (auditory learners), read it and write it as I write it on the board (visual and tactile learners), ask them if they understand what they heard, read, and</p>	<p>Ask students if they understand what is expected of them, have them write down what is expected of them, sign their name to the bottom of the sheet, and turn it in for points.</p>
<p><b>May 2012</b>  <b>Rule 6A-1.099811</b>  <b>Revised May 25, 2012</b></p>							

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

**Career Education Professional Development**

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

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

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

Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total:</b>			

*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
<b>1. Transition Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
In the 2011-2012 academic school year, 95% of the transitioning girls will do so successfully into an appropriate educational setting or into a vocation	2012 Current Level :*	2013 Expected Level :*	Due to the transitory nature of our students, student may abruptly leave PACE without engaging in the transitions process.	PACE will engage in a lengthy transition planning process, which take students through educational placement options and plans. Transitions counselor engages in follow-up consultations for 3 years post transitions to offer support and any needed guidance during the post transition time	<ul style="list-style-type: none"> <li>— Academic Manager</li> <li>— Social Service Counselor</li> <li>— Counselor</li> <li>— Social Services Program Assistant</li> </ul>	1.1. During the 1 <sup>st</sup> year of transition, girls will be contacted on the following schedule: 1 <sup>st</sup> within 1 month Afterwards: 3 months Next: 6 months At 1 year-every 6 months until dismissed from the program at the 3 <sup>rd</sup> year.	1.1. Year-End Outcome Measure Report from ETO  Notes from qualifier in ETO
	75% of girls leaving PACE are successful transition into appropriate educational settings or into a vocation.	95% of the transitioning girls will do so successfully into an appropriate educational setting or into a vocation.	1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

### Transition Professional Development

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

## 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

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

*End of Transition Goal(s)*



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

### **Attendance Goal(s) (For Day Treatment Programs Only)**

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

#### **Guiding Questions to Inform the Problem-Solving Process**

- What was the attendance rate for 2011-2012?
- How many students had excessive absences (10 or more) during the 2011-2012 school year?
- What are the anticipated barriers to decreasing the number of students with excessive absences?
- What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2012-2013?
- How many students had excessive tardies (10 or more) during the 2011-2012 school year?
- What are the anticipated barriers to decreasing the number of students with excessive tardies?
- What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2012-2013?

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

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

ATTENDANCE GOAL(S)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance Goal # 1</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Students must meet or exceed a 75% onsite attendance rate. The completion of a school day is defined as being present/ onsite for at least two thirds of the school day.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	Difficulty increasing compliance with attendance policies due to: inconsistent parental support, established patterns of excessive truancy, and patterns of avoidance which result in frequent check outs and late check ins.	<input type="checkbox"/> Increase parent teacher/counselor interaction to promote consistency in parental involvement; provide individualized incentives to promote patterns of ideal attendance; decrease late check ins and early check outs by increasing engagement in the classroom environment through differentiated instruction, use of incentives, and increased motivational strategies.  <input type="checkbox"/> Develop and implement an incentive program to recognize and award students who improve/maintain good attendance.	Academic Manager, Social Service Manager, Counselors, and Teachers	75% of students will be present for at least two thirds of the academic day.	
	<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	<i>Enter numerical data for current number of absences in this box.</i>	<i>Enter numerical data for expected number of absences in this box.</i>					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

### Attendance 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

**Attendance Budget (Insert rows as needed)**

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

*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**

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

**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 Alternative Schools SAC meets four times per year to review and discuss academic progress and strategies. Other issues pertaining to school improvement are addressed as needed.