FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
for Juvenile Justice Education Programs

2012–2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: PACE Center for Girls	District Name: Volusia
Principal: Dr. Renee McQueen	Superintendent: Dr. Margaret Smith
DAC Representative: JoAnn Schafer:	Date of School Board Approval: Pending School Action on ??

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	Dr. Renee McQueen	Doctorate of Education in Counseling Psychology, Licensed Mental Health Counselor, Certified Addictions Counselor	6 years	14 years	2011 – Quality Assurance Commendable Status 2010 – Quality Assurance Exemplary Program Certificate 2009– Quality Assurance Exemplary Program Certificate 2008 – Quality Assurance Exemplary Program Certificate 2007– Quality Assurance Exemplary Program Certificate
Academic Manager	Rochelle Kinsey	M ED Leadership BA Business Administration Education Leadership (K-12) English (5-9)	2 ½ years	2 ½ years	2011 – Quality Assurance Commendable Status 2010 – Quality Assurance Exemplary Program Certificate
Program Director	JoAnn Schafer	Master of Social Work BA Social Work	6 ½ years	21 years	2011 – Quality Assurance Commendable Status 2010 – Quality Assurance Exemplary Program Certificate

					2009– Quality Assurance Exemplary Program Certificate 2008 – Quality Assurance Exemplary Program Certificate 2007– Quality Assurance Exemplary Program Certificate
Social Services Manager	Kerrie Maira	Masters in Mental Health Counseling Licensed Mental Health Counselor BA in Psychology & Sociology Psychology (6-12)	15 years	5 ½	2011 – Quality Assurance Commendable Status 2010 – Quality Assurance Exemplary Program Certificate 2009– Quality Assurance Exemplary Program Certificate 2008 – Quality Assurance Exemplary Program Certificate 2007– Quality Assurance Exemplary Program Certificate

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
N/A	N/A				

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	Cynthia Beebe	BS Mathematics Mathematics (6-12)	6 years	11 years	2011 – Quality Assurance Commendable Status 2010 – Quality Assurance Exemplary Program Certificate 2009– Quality Assurance Exemplary Program Certificate 2008 – Quality Assurance Exemplary Program Certificate

					2007– Quality Assurance Exemplary Program Certificate
Reading	Karen Burhans-Ruberti	BA ESE ESE (K-12) Handicapped (K-12) Reading Endorsed	9 years	11 years	2011 – Quality Assurance Commendable Status 2010 – Quality Assurance Exemplary Program Certificate 2009– Quality Assurance Exemplary Program Certificate 2008 – Quality Assurance Exemplary Program Certificate 2007– Quality Assurance Exemplary Program Certificate
Language Arts	Laurie Tingler	BA ESE ESE (K-12) English (6-12) ESOL Certified	3 years	5 years	2011 – Quality Assurance Commendable Status 2010 – Quality Assurance Exemplary Program Certificate 2009– Quality Assurance Exemplary Program Certificate
Social Studies & Math	Rose Lawrence	MA in Ed Psychology MA Urban Policy Public Administration BA Psychology Social Studies (6-12) Psychology (6-12)_ Mathematics (6-9) ESE (K-12)	5 years	16 years	2011 – Quality Assurance Commendable Status 2010 – Quality Assurance Exemplary Program Certificate 2009– Quality Assurance Exemplary Program Certificate 2008 – Quality Assurance Exemplary Program Certificate
Spirited Girls	Tiffany Vanterpool	BS Criminal Justice ESE (K-12)	2 years	2 years	2011 – Quality Assurance Commendable Status
Science	Joyce Sims	BS Biology Biology (6-12)	2 years	9 years	2011 – Quality Assurance Commendable Status

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. Vacancy posting on PACE web site	Executive Director	As needed.	
2. 80-hour PACE Orientation Training done upon hire	Academic Manager	As needed.	
3. Annual Training Plan	Academic Manager	06/30/2013	
4. Mentoring Opportunities	Academic Manager	06/30/2013	
5. Monthly Formal Supervision	Academic Manager	06/30/2013	

6. Networking/Classroom Visitation	Academic Manager	06/30/2013	
7. Professional Development Opportunities	Academic Manager Program Director	06/30/2013	
8. Monthly Academic Team Meetings	Academic Manager	06/30/2013	
9. Planning time for teachers	Academic Manager Program Director	06/30/2013	
10. Teacher Recognition	Academic Manager Program Director Executive Director	06/30/2013	
11. Paid vacation and sick time	PACE Center for Girls Policy	06/30/2013	
12. Review salary schedule to align with district salaries	Yessica Cancel, HR Director	06/30/2013	
13. Annual Performance Evaluations	Academic Manager Executive Director	06/30/20133	

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
None (0)	

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	0	33% (2)	50 % (3)	16% (1)	16% (1)	100% (6)	16% (1)	0	16% (1)

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
Rochelle Kinsey, Academic Manager	Joyce Sims	Supervisor of teachers	Monthly formal supervision Monthly team meetings Classroom observations VCSB E3 program
Rochelle Kinsey, Academic Manager	Laurie Tingler	Supervisor of teachers	Monthly formal supervision Monthly team meetings Classroom observations VCSB E3 program
Rochelle Kinsey, Academic Manager	Tiffany Vanterpool	Supervisor of teachers	Monthly formal supervision Monthly team meetings Classroom observations VCSB E3 program

Grades 6-12 Only- Sec. 1003.413 (2)(b) F.S
For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Reading assessments (DJJ Common Assessment and FAIR) are completed upon enrollment and students have an individual reading goal addressing their needs. Students' progress is reviewed bi-monthly at Care Review with the Academic and Social Services Team and with their Advisor during academic (IAP) reviews. Academic Manager and Reading Teacher provide strategies for students that are struggling. All teachers utilize effective reading strategies in order to meet the instructional needs of the students. Academic Manager performs observations and walk-throughs to ensure strategies are being implemented

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?

Core curriculum is provided using real-life application. "Bell Ringers" and local newspaper are used to relate current events to curriculum. Guest speakers and field trips offer

students an opportunity to be exposed to career opportunities. Girls are assigned an Advisor and Counselor who work with her on individual goals.

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?

All students are given the Choices Career Planner when they enroll. Choices is a software program which assists the student in an effort to assure they have a full understanding of what is required for in the pursuit of a particular job field. Students can explore over 1,200 careers and find the ones that match their interests, connect careers to college majors, and search for schools by cost, location, programs and size. They can then start to build a career and college plan. All girls are also enrolled in PACE's own life/social skills/career class called Spirited Girls! In Spirited Girls! students research career interests and are taught work readiness skills. Upper classman and GED students are enrolled in a specialized Career Class that is set up as a "real" job providing opportunities to practice skills as well as exploring options and getting ready for college and future employment. Each student is assigned a Teacher/Advisor and Counselor who assist her in working on her personal academic/career goals.

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.

A variety of strategies have been implemented to prepare high school students for post secondary education and employment. These include:
- Florida Ready to Work
- Career Speakers
- Mock Interviews
- College Representatives Visits
- College Field Trips
- ASVAB testing
- PACE Spirited Girls
- PACE Career Class "Daebok"

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?

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- 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
1. Percentage of students making learning gains- in reading. Reading Goal #1: A minimum of 75% of students enrolled at PACE, for at least 90 days, will achieve learning gains of at least 1 point on the DJJ Common Assessment.	2012 Current Level of Performance:* **75% of students enrolled at PACE for at least 90 days displayed a reading gain.**	2013 Expected Level of Performance:* **77% of students at PACE, enrolled for at least 90 days, will achieve learning gains in reading.**	1.1. PACE students have gaps in their educational skills and are working below grade level.	1.1. PACE offers a 230-day school year and a low student to teacher ratio (1:12) in all academic classes. Each student has an individual academic plan (IAP) that addresses learning needs in Reading. These goals are monitored and reviewed on a bi-weekly basis with their Teacher/Advisor. Girls are also assigned a Counselor who works with them on attendance goals. PACE offers individual tutoring with volunteers and Enrichment Wednesday for after-school tutoring with teachers.	1.1. Academic Manager Reading Teacher Counselors Teachers Administrative Staff Volunteers	1.1. Students are given a pre-test upon enrollment and monitored with periodic assessments during placement and post test at transition. Reading teacher monitors goal progress and provides necessary strategies to teachers. Teacher/Advisor reviews this progress with students during bi-weekly academic reviews. Students' progress is tracked using a variety of assessments and Academic Manager meets with academic team to foster growth among all students	1.1. FAIR Assessments District Assessments FCAT Results DJJ Common Assessment Academic Manager walk through and fidelity checks
			1.2. Challenges of working with students who are at-risk (with emotional or behavioral concerns) and have a history of limited academic engagement.	1.2. Provide appropriate interventions and incentives to help students become more successful. Ensure that all teachers receive professional development related to effective behavioral strategies in the classroom. Counselors work with students to identify areas that have been impacting their success. Strategies are provided to assist students in making more positive choices. Teachers/Advisors meet with students on a bi-weekly basis to review	1.2. Academic Manager Social Services Manager Teachers Counselors Program Director Support Staff	1.2. Care Review Meetings IAP Review with Teacher/Advisor ITP Review with Counselor Academic Team Meetings Social Services Team Meetings Debrief Meetings Ongoing progress monitoring of formative assessments Teacher observations by Academic Manager	1.2. FAIR Assessments District Assessments FCAT Results DJJ Common Assessment Academic Manager walk through and fidelity checks

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** N/A Our data is not entered **DJJ Day Treatment Program**						

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
Common Core Standards	6-12 All subjects	Rochelle Kinsey	All teachers	Schedule by District on Early Release days	Academic Manager will review	Rochelle Kinsey

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			

End of Reading Goals

Mathematics Goals

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

Guiding Questions to Inform the Problem-Solving Process
▪ Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012.
▪ What percentage of students made learning gains?
▪ What was the percent increase or decrease of students making learning gains?
▪ What are the anticipated barriers to increasing the percentage of students making learning gains?

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- 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. Mathematics Goal #1: 75% of students at PACE, enrolled for at least 90 days, will achieve learning gains of at least 1 point on DJJ Common Assessment.	2012 Current Level of Performance:* *50% of students enrolled at PACE for at least 90 days displayed a gain in math.*	2013 Expected Level of Performance:* *60% of students enrolled at PACE for at least 90 days will achieve learning gains in math.*	1.1. PACE students have gaps in their educational skills and are working below grade level.	1.1. PACE offers a 230-day school year and a low student to teacher ratio (1:12) in all academic classes. Each student has an individual academic plan (IAP) that addresses learning needs in Math. These goals are monitored and reviewed on a bi-weekly basis with their Teacher/Advisor. Girls are also assigned a Counselor who works with them on attendance goals. PACE offers individual tutoring with volunteers and Enrichment Wednesdays for after-school tutoring with teachers.	1.1. Academic Manager Math Teachers Counselors Teachers Administrative Staff Volunteers	1.1. Students are given a pre-test upon enrollment and monitored with periodic assessments during placement and post test at transition. Math teachers monitor goal progress and provide necessary strategies to teachers. Teacher/Advisor reviews this progress with students during bi-weekly academic reviews. Students' progress is tracked using assessments and Academic Manager meets with academic team to foster growth among all students.	1.1. District Assessments FCAT Results EOC Exam Results DJJ Common Assessment Academic Manager walk through and fidelity checks
May 2012 **Rule 6A-1.099811** **Revised May 25, 2012**			1.2. Challenges of working with students who are at-risk (with emotional or behavioral concerns) and have a history of limited academic engagement.	1.2. Provide appropriate interventions and incentives to help students become more successful. Ensure that all teachers receive professional development related to effective behavioral strategies in the classroom. Counselors work with students to identify areas that have been impacting their success. Strategies are provided to assist students in making more positive choices.	1.2. Academic Manager Social Services Manager Teachers Counselors Program Director Support Staff	1.2. Care Review Meetings IAP Review with Teacher/Advisor ITP Review with Counselor Academic Team Meetings Social Services Team Meetings Ongoing progress monitoring of formative assessments. Teacher observation by Academic Manager	1.2. District Assessments FCAT Results EOC Exam Results DJJ Common Assessment Academic Manager walk through and fidelity checks

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** **N/A Our data is not entered DJJ Day Treatment Program**						
Mathematics Goal #2: *Enter narrative for the goal in this box.*							

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. Algebra Goal #1: 70% of students at PACE, enrolled for at least 90 days, will pass the Algebra EOC Exam.	2012 Current Level of Performance:* **30% of students at PACE, enrolled for at least 90 days passed the Algebra EOC Exam.**	2013 Expected Level of Performance:* **40% of students at PACE, enrolled for at least 90 days, will pass the Algebra EOC Exam.**	1.1. PACE students have gaps in their educational skills and are working below grade level.	1.1. PACE offers a 230-day school year and a low student to teacher ratio (1:12) in all academic classes. Each student has an individual academic plan (IAP) that addresses learning needs in Math. These goals are monitored and reviewed on a bi-weekly basis with their Teacher/Advisor. Girls are also assigned a Counselor who works with them on attendance goals. PACE offers individual tutoring with volunteers and Enrichment Wednesdays for after-school tutoring with teachers.	1.1. Academic Manager Math Teachers Counselors Teachers Administrative Staff Volunteers	1.1. Students are given a pre-test upon enrollment and monitored with periodic assessments during placement and post test at transition. Math teachers monitor goal progress and provide necessary strategies to teachers. Teacher/Advisor reviews this progress with students during bi-weekly academic reviews. Students' progress is tracked using assessments and Academic Manager meets with academic team to foster growth among all students.	1.1. District Assessments EOC Exam Results DJJ Common Assessment Academic Manager walk through and fidelity checks
May 2012 **Rule 6A-1.099811** **Revised May 25, 2012**			1.2. Challenges of working with students who are at-risk (with emotional or behavioral concerns) and have a history of limited academic engagement.	1.2. Provide appropriate interventions and incentives to help students become more successful. Ensure that all teachers receive professional development related to effective behavioral strategies in the classroom. Counselors work with students to identify areas that have been impacting their success. Strategies are provided to assist students in making more positive choices.	1.2. Academic Manager Social Services Manager Teachers Counselors Program Director Support Staff	1.2. Care Review Meetings IAP Review with Teacher/Advisor ITP Review with Counselor Academic Team Meeting Social Services Team Meetings Ongoing progress monitoring of formative assessments and teacher observation by Academic Manager	1.2. District Assessments EOC Exam Results DJJ Common Assessment Academic Manager walk through and fidelity checks 14

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End of Algebra EOC 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. PACE students have gaps in their educational skills and are working below grade level.	1.1. PACE offers a 230-day school year and a low student to teacher ratio (1:12) in all academic classes. Each student has an individual academic plan (IAP) that addresses learning needs in Math. These goals are monitored and reviewed on a bi-weekly basis with their Teacher/Advisor. Girls are also assigned a Counselor who works with them on attendance goals. PACE offers individual tutoring with volunteers and Enrichment Wednesdays for after-school tutoring with teachers.	1.1. Academic Manager Math Teachers Counselors Teachers Administrative Staff Volunteers	1.1. Students are given a pre-test upon enrollment and monitored with periodic assessments during placement and post test at transition. Math teachers monitor goal progress and provide necessary strategies to teachers. Teacher/Advisor reviews this progress with students during bi-weekly academic reviews. Students' progress is tracked using assessments and Academic Manager meets with academic team to foster growth among all students.	1.1. District Assessments EOC Exam Results DJJ Common Assessment Academic Manager walk through and fidelity checks
Geometry Goal #1: 70% of students at PACE, enrolled for at least 90 days, will earn at least a Level 3 on Geometry EOC Exam.	2012 Current Level of Performance:* 9% of students at PACE, enrolled for at least 90 days, earned a Level 3 on the Geometry EOC Exam.	2013 Expected Level of Performance:* 20% of students at PACE, enrolled for at least 90 days, will earn at least a Level 3 on the Geometry EOC Exam.					
May 2012 Rule 6A-1.099811 Revised May 25, 2012			1.2. Challenges of working with students who are at-risk (with emotional or behavioral concerns) and have a history of limited academic engagement.	1.2. Provide appropriate interventions and incentives to help students become more successful. Ensure that all teachers receive professional development related to effective behavioral strategies in the classroom. Counselors work with students to identify areas that have been impacting their success. Strategies are provided to assist students in making more positive choices.	1.2. Academic Manager Social Services Manager Teachers Counselors Program Director Support Staff	1.2. Care Review Meetings IAP Review with Teacher/Advisor ITP Review with Counselor Academic Team Meetings Social Services Team Meetings Ongoing progress monitoring of formative assessments Teacher observation by Academic Manager	1.2. District Assessments EOC Exam Results DJJ Common Assessment Academic Manager walk through and fidelity checks

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Mathematics Professional Development

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
Improving Math Skills	Math Classes	TBD	Math Teachers	TBD	Monthly supervision with Academic Manager	Rochelle Kinsey

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.

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			
			Subtotal:
Technology			

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)).

When using percentages, include the number of students the percentage represents (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 Biology Goal #1: 70% of students at PACE, enrolled for at least 90 days, will earn at least a Level 3 on the Biology Exam.	2012 Current Level of Performance:* **20% of students at PACE, enrolled for at least 90 days, earned at least a Level 3 on the Biology EOC Exam.**	2013 Expected Level of Performance:* **30% of students at PACE, enrolled for at least 90 days, will earn at least a Level 3 on the Biology EOC Exam.**	1.1. PACE students have gaps in their educational skills and are working below grade level.	1.1. PACE offers a 230-day school year and a low student to teacher ratio (1:12) in all academic classes. Each student has an individual academic plan (IAP) that addresses learning needs in Math. These goals are monitored and reviewed on a bi-weekly basis with their Teacher/Advisor. Girls are also assigned a Counselor who works with them on attendance goals. PACE offers individual tutoring with volunteers and Enrichment Wednesdays for after-school tutoring with teachers.	1.1. Academic Manager Math Teachers Counselors Teachers Administrative Staff Volunteers	1.1. Students are given a pre-test upon enrollment and monitored with periodic assessments during placement and post test at transition. Math teachers monitor goal progress and provide necessary strategies to teachers. Teacher/Advisor reviews this progress with students during bi-weekly academic reviews. Students' progress is tracked using assessments and Academic Manager meets with academic team to foster growth among all students.	1.1. District Assessments EOC Exam Results DJJ Common Assessment Academic Manager walk through and fidelity checks
May 2012 **Rule 6A-1.099811** **Revised May 25, 2012**			1.2. Challenges of working with students who are at-risk (with emotional or behavioral concerns) and have a history of limited academic engagement.	1.2. Provide appropriate interventions and incentives to help students become more successful. Ensure that all teachers receive professional development related to effective behavioral strategies in the classroom. Counselors work with students to identify areas that have been impacting their success. Strategies are provided to assist students in making more positive choices.	1.2. Academic Manager Social Services Manager Teachers Counselors Program Director Support Staff	1.2. Care Review Meetings IAP Review with Teacher/Advisor ITP Review with Counselor Academic Team Meetings Social Services Team Meetings Ongoing progress monitoring of formative assessments. Teacher observation by Academic Manager	1.2. District Assessments EOC Exam Results DJJ Common Assessment Academic Manager walk through and fidelity checks

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End of Biology EOC Goals

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
Improving Science Skills	Science Classes	TBD	Science Teacher	TBD	Monthly supervision with Academic Manager	Rochelle Kinsey

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			
Technology			

End of Science Goals

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

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

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
1. Career Education Goal 100% of students at PACE, enrolled for at least 90 days, will participate in the Spirited Girls curriculum career component. 75% of GED and Career Class students at PACE, enrolled for at least 90 days, will complete the Florida Ready to Work certificate.	2012 Current Level :* 100% of students at PACE, enrolled for at least 90 days, participated in the Spirited Girls curriculum career component.	2013 Expected Level :* 100% of students at PACE, enrolled for at least 90 days, will participate in the Spirited Girls curriculum career component. 75% of GED and Career Class students at PACE, enrolled for at least 90 days, will complete the Florida Ready to Work certificate.	1.1. Challenges of working with students who are at-risk (with emotional or behavioral concerns) and have a history of limited academic engagement.	1.1. Career education and planning is offered through: • Spirited Girls Curriculum • Career Class • Academic Advising • Social Services Planning • Choices • Florida Ready to Work • Career Speakers • Mock Interviews • College Rep Visits • College Field Trips • Community Service	1.1. Spirited Girls Teacher Teachers Counselors Academic Manager Social Services Manager Program Director	1.1. Ongoing progress monitoring by Academic & Social Services Manager. Career Goal on student's IAP and review by Teacher/Advisor. Review of Teacher/Advisor notes in ETO Review of Group notes in ETO	1.1. Student Monthly Progress Report Quarterly File Reviews Choices Career Planner Florida Ready to Work

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	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates and Schedules (e.g. , Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		
Florida Ready to Work	Career Class & Spirited Girls	Kathy Fletcher	Career & Spirited Girls Teachers	10/10/12	Completion of Assessments	JoAnn Schafer

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			

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 A minimum of 85% of students at PACE, enrolled for at least 90 days, will transition successfully into an appropriate educational setting or vocation.	2012 Current Level :* *88% of students enrolled at PACE for at least 90 days transitioned into a positive placement.*	2013 Expected Level :* 90 % of students at PACE, enrolled for at least 90 days, will transition successfully into an appropriate educational setting or vocation.	1.1. Students may abruptly leave PACE due to outside factors such as court ordered placement, family issues or serious breach of conduct.	1.1. PACE begins the transition process at enrollment. The student's Counselor and Advisor discuss placement options and strategies to transition in a positive manner. Counselors incorporate transition goals on individual treatment plan. Transition Counselor provides next placement with a Transition Packet that includes academic and social services goals and progress. Transition Counselor follows up with girls to offer support.	1.1. Counselors Social Services Manager Program Director	1.1. Transitioned girls are contacted on the following schedule: • On a monthly basis for the first 3 months. • At 6, 9 and 12 months. • Then every 6 months until dismissed from the program at 3 years	1.1. Social Services Manager reviews files on a monthly and quarterly basis. Year end Outcome Measures Report
May 2012 **Rule 6A-1.099811** **Revised May 25, 2012**			1.2. Students with at-risk factors may have difficulty engaging in the program. Family may not value education.	1.2. PACE begins the transition process at enrollment. The student's Counselor and Advisor discuss placement options and strategies to transition in a positive manner. Counselors incorporate transition goals on individual treatment plan. Transition Counselor provides next placement with a Transition Packet that includes academic and social services goals and progress. Transition Counselor follows up with girls to offer support.	1.2. Counselors Social Services Manager Program Director	1.2. Transitioned girls are contacted on the following schedule: • On a monthly basis for the first 3 months. • At 6, 9 and 12 months. • Then every 6 months until dismissed from the program at 3 years	1.2. Social Services Manager reviews files on a monthly and quarterly basis. Year end Outcome Measures Report

2012-2013 School Improvement Plan Juvenile Justice Education Programs
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
Transition Services	Transition Counselor	TBD	Transition Counselor	Ongoing	Quarterly Reviews	JoAnn Schafer

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			

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
▪ 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)).

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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 **A minimum daily attendance of 80%.** **Decrease number of excessive absences and tardies by 10%**	2012 Current Attendance Rate:* *80.63%* 2012 Current Number of Students with Excessive Absences (10 or more) *73* 2012 Current Number of Students with Excessive Tardies (10 or more) *70*	2013 Expected Attendance Rate:* *82%r* 2013 Expected Number of Students with Excessive Absences (10 or more) *66* 2013 Expected Number of Students with Excessive Tardies (10 or more) *63*	1.1. Challenges of working with students who have multiple risk factors that inhibit their success at school.	1.1. Counselors or AA call parent/guardian every day the student is absent from school. Counselor makes a home visit after 3 unexcused absences. Social services goals address risk factors. Counselor develops a Success Plan with goals and positive incentives.	1.1. Counselors Social Services Manager	1.1. Calls are documented in ETO. Chronic attendance concerns are addressed at Care Review and staffed with Management Team. Bi-weekly meeting and review of ITP goals with Counselor	1.1. Monthly Contract Census Report. File reviews done monthly and quarterly by Social Services Manager Compulsory Attendance Report
			1.2. Challenges of working with students and families that do not value education.	1.2. Incentives used to encourage regular attendance. Success Plans done with Counselor to set attendance goals. Informing and educating parent of importance of regular school attendance Exposing students to opportunities beyond their experience	1.2. Counselors Teacher/Advisors Academic Manager Social Services Manager Program Director Executive Director Support Staff	1.2. Chronic attendance concerns are addressed at Care Review and staffed with Management Team. Management Team works with community partners to provide opportunities.	1.2. Monthly Contract Census Report. File reviews done monthly and quarterly by Social Services Manager Compulsory Attendance Report
May 2012 **Rule 6A-1.099811** **Revised May 25, 20**			1.3. Transportation challenges (no school bus and inadequate public mass transportation)	1.3. Girls receive a Votran pass. Incentives used to encourage regular attendance. Success Plans done with Counselor to set attendance goals.	1.3. Counselors Teacher/Advisors Academic Manager Social Services Manager Program Director Executive Director Support Staff	1.3. Chronic attendance concerns are addressed at Care Review and staffed with Management Team. Management Team works with community partners to provide opportunities.	1.3. Monthly Contract Census Report. File reviews done monthly and quarterly by Social Services Manager Compulsory Attendance Report

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Attendance Professional Development

<table>
<tr><td colspan="6">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.</td></tr>
<tr><td>PD Content /Topic and/or PLC Focus</td><td>Grade Level/Subject</td><td>PD Facilitator and/or PLC Leader</td><td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td><td>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td><td>Strategy for Follow-up/Monitoring</td><td>Person or Position Responsible for Monitoring</td></tr>
<tr><td>Improving Attendance</td><td>All staff</td><td>TBD</td><td>All staff</td><td>Ongoing</td><td>Monthly Report, Quarterly Reviews</td><td>JoAnn Schafer</td></tr>
</table>

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			

End of Attendance Goals

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget   N/A
Total:
Mathematics Budget   N/A
Total:
Science Budget   N/A
Total:
Civics Budget   N/A
Total:
U.S. History Budget   N/A
Total:
Career Budget   N/A
Total:
Transition Budget   N/A

	Total:
Attendance Budget N/A	

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☐ Yes   ☐ No

If No, describe measures being taken to comply with SAC requirement.
N/A   Alternative Ed site. Participate in District Advisory Committee.