

# Florida Department of Education



## School Improvement Plan (SIP)

2012-2013-School Improvement Plan Juvenile Justice Education Programs

# for Juvenile Justice Education Programs

2012-2013

## 2012 – 2013 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

School Name: Pace Center for Girls, Jacksonville	District Name: Duval County
Principal: Viveca Brown	Superintendent: Nikolai Vitti
SAC Chair: Susan Hughes, PACE Jacksonville Board Chair	Date of School Board Approval:

### **Student Achievement Data:**

Use data from the Common Assessment to complete reading and mathematics goals.

### **Highly Qualified Administrators**

List your school's on-site highly qualified 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). The school may include the history of Adequate Yearly Progress (AYP).

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**Revised May 18, 2011**

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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 AYP information along with the associated school year.
Executive Director	Lynn Bertram	BSW, MSW, LCSW	9	31	
Principal	Viveca Brown	School Principal  Educational Leadership  Elementary Education (grades K - 6)  Speech (grades 6 - 12)	3	4	
Program Director	Janet H. Ter Louw	BME, MM  ESE K-12  Music ED K-12	2.5	13	
Lead Educator	Melissa Moldovan	BA, MS  ESE K-12  Educational Leadership  K-12	1.5	1.5	

**Highly Qualified Instructional Coaches**

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List your school's highly qualified 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). The school may include the history of Adequate Yearly Progress (AYP). 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 AYP information along with the associated school year.
N/A	N/A	N/A	N/A	N/A	N/A

## Highly Qualified Teachers

List your school's highly qualified 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). The school may include the history of Adequate Yearly Progress (AYP).

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 AYP information along with the associated school year.
Comprehensive Science 1,2,3 Executive Internship	Maryann Hawk	BS Statement of Eligibility General Science 5-9 Agriculture 6-12	<1	<1	DCPS New Teacher Program – Candace Cobb  Observation, Supervision, Training – Academic Manager

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Math	Charlene Voss	BS Elem. Education K-6 Mathematics 5-9	3	3	
PCSD	Anna Nguyen	BS Social Science 6-12	9	9	

**Highly Qualified Teachers**

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Vacancies advertised on PACE Website, county, state and national teacher recruitment sites	Lynn Bertram, Executive Director	As needed	
Classroom observations, mentoring, training, supervisions	Melissa Moldovan, Academic Manager	Monthly or as needed	
Professional Learning Community		Bi Monthly	
PACE Center for Girls Trainings	Janet Ter Louw, Program Director	80 hours at hire	
	Melissa Moldovan, Academic Manager	40 hours per year going forward	
Duval County Public School Trainings	Melissa Moldovan, Academic Manager	As needed.	
Professional Development Plans	Melissa Moldovan, Academic Manager	Monthly supervision	
Annual Performance Evaluations	Melissa Moldovan, Academic Manager	June 30, 2013	

***Non-Highly Qualified Instructors***

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
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Robert Walker	MFA English 6-12	Intensive Reading	Observation, Supervision, Training – Academic Manager
Tresha McClendon	BA Statement of Eligibility English 6-12	M/J Social Studies Language Arts 1, 2, 3	DCPS New Teacher Program – Candace Cobb Observation, Supervision, Training – Academic Manager
Vonkesta Abrams	BS Elem Education K-6 Reading Comp 2	Executive Internship 1,2,3	Observation, Supervision, Training – Academic Manager
Kathleen Plochl	BA, JD Statement of Eligibility English 6 - 12	Intensive Reading	DCPS New Teacher Program – Candace Cobb Observation, Supervision, Training – Academic Manager

***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 Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
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**2012-2013-School Improvement Plan Juvenile Justice Education Programs**

8	45 % (3)	45 % (3)	27 % (2)	0% (0)	25 % (2)	45 % (3)	0	0	11 % (1)
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***Teacher Mentoring Program***

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Candice Cobb	Tresha McClendon	DCPS New Teacher supervisor	Observation/ Supervision
Candice Cobb	Maryann Hawk	DCPS New Teacher supervisor	Observation/ Supervision
Candice Cobb	Kathleen Plochl	DCPS New Teacher supervisor	Observation/ Supervision
Melissa Moldovan	All academic staff	Supervision/ Training	Professional Learning Community  Classroom Observation  Individual Supervision

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

### ***\*Grades 6-12 Only*** Sec. 1003.413(b) F.S

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

An instructional focus calendar is created for the teachers to use while writing lesson plans. These focuses hit the major benchmarks that are tested within the FCAT standardized test as well as the GED. The teachers in all subjects will utilize a reading strategy to aid the students in comprehending as well as analyzing what they are reading. This strategy will be used in math courses as well to ensure the student understands the main point of a word problem. Mini-assessments will be utilized throughout the year to ensure the students are able to master the benchmarks.

### ***\*High Schools Only***

Note: Required for High School- Sec. 1008.37(4), F.S., Sec. 1003.413(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?

The course work in which all high school students are enrolled will enable the students to receive hands-on real world problems in math and more critical thinking skills in reading. The curriculum is built around the needs of the students and the applied and integrated coursework assists the students in seeing the positive relationship between classes and their future. We individualize curriculum based on the needs of the students.

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' academic and career plan are brought together in our executive internship class. This class allows the students to receive lessons from the Choices curriculum as well as additional lessons regarding financial planning, resume writing and how to fill out applications for college and jobs. Newly implemented this year is course work for certification of Microsoft Office. The last component to this class enables the students to work towards receiving certification from Florida Ready To Work. This availability works two fold: it helps them procure employment because it is an asset for their resume and it is correlated to the GED test which allows them more hands-on test related activities.



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

### *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.

Students are in small instructional classes where they can receive individualized attention. Reading strategies are incorporated into every class subject assisting the students in increasing their critical thinking capabilities. We also offer a writing course to aid them in understanding what is expected in college level English classes as well as a course that focuses on test taking strategies for college placement tests. The executive internship class is a class that incorporates real life skills for both college and employment and the personal career and development class (Spirited Girls) instructs in personal skills in all developmental domains of a girls life.

## **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**

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

- Based on a comparison of 2009-2010 common assessment data and 2010-2011 common assessment data, what was the percent increase or decrease of students maintaining learning gains?
- What percentage of students made learning gains?
- What was the percent increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

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

<b>READING GOALS</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>1. Percentage of students making learning gains— in reading.</b></p> <p><u>Reading Goal #1:</u></p>	<p>1. Attendance</p>	<p>1. Implement incentives for students attending school.</p> <p>2. Counselors make daily phone calls, home visits, parental contacts and transport if necessary</p>	<p>1.1. Administrators, Counselors, Teacher/Advisors</p>	<p>1.1. Daily attendance data.</p>	<p>1.1. ETO data system</p>		
<p>To increase 75% (57) of our students enrolled over 90 days to increase their maze score on the FAIR by 5 points. This increase will be determined between the pre and post assessments.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		<p><i>75% of students enrolled over 90 days will increase their maze score on the FAIR by 5 points.</i></p>					

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		2. Lack of consistency	1.2. Incorporate explicit instruction in all curriculum as well as utilizing reading strategies in every class.	1.2. Academic Manager and instructional staff	1.2. Classroom assessments signifying mastery of benchmarks.	1.2. Progress reports and reports cards.	
		3. Learning gaps in prior education	1.3. Individualized assessment and IAP goals in reading	1.3. Academic Manager and instructional staff	1.3. Bi-weekly sessions by Teacher/Advisor	1.3. Progress reports, IAP reviews, Care Review	

**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
Lesson planning	6 – 12	Melissa Moldovan	All instructional staff	Pre-planning August 15, 2011	Classroom observations.	Academic Manager
Lesson Delivery	6-12	Melissa Moldovan	All instructional staff	Pre-planning August 15, 2011	Classroom observations.	Academic Manager, Social Services Manager and Program Director
Consistency with classroom management						

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

Bi-monthly PLC meetings

6-12

Melissa Moldovan

All instructional staff

TBD

Classroom observations

Academic Manager

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

*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.

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

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

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

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

<b>MATHEMATICS GOALS</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of  Strategy	Evaluation Tool		

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

<p><b>1. Percentage of students making learning gains in mathematics.</b></p> <p>—</p> <p><u>Mathematics Goal #1:</u></p>	<p>1.1 Attendance issues</p>	<p>1. Implement incentives for students attending school.</p> <p>2. Counselors make daily phone calls, home visits, parental contacts and transport if necessary</p>	<p>1.1. Management, counselors, teacher/advisors</p>	<p>1.1. Daily attendance data.</p>	<p>1.1. ETO data system</p>		
<p>To increase 75% of all students enrolled over a 90 day period on the FRTW post assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

		<i>75% of students enrolled over 90 days will increase their math score on the FRTW assessment.</i>					
		1.2 Lack of consistency in prior education resulting in learning gaps.	1.2. Incorporate explicit instruction in all curriculum as well as utilizing reading strategies in every class and scaffolding	1.2. Math core teachers	1.2. Classroom assessments signifying mastery of benchmarks.	1.2. Progress reports and reports cards.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**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.



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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson planning	6 – 12	Melissa Moldovan	All instructional staff	Pre-planning August 15, 2011	Classroom observations.	Academic Manager
Consistency with classroom management	6-12	Melissa Moldovan	All instructional staff	Pre-planning August 15, 2011	Classroom observations.	Academic Manager, Social Services Manager and Program Director
Bi-monthly PLC meetings	6-12	Melissa Moldovan	All instructional staff	TBD	Classroom observations	Academic Manager

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

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

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

*End of Mathematics 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.

<p><b>Guiding Questions to Inform the Problem-Solving Process</b></p> <ul style="list-style-type: none"> <li>● What career type does the program offer?</li> <li>● How does the program provide career exploration for all students?</li> <li>● What hands-on technical training does the program provide (type 3 programs)?</li> <li>■ For type 3 programs what industry certifications are offered?</li> <li>■ How many students earned industry certifications?</li> <li>■ Is the program a Career and Professional Education (CAPE) Academy?</li> </ul>
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\* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

<b>CAREER EDUCATION GOAL(S)</b>	<b>Problem-Solving Process to Increase Student</b>						
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**2012-2013-School Improvement Plan Juvenile Justice Education Programs**

	<b>Achievement</b>						
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. Attendance	<ol style="list-style-type: none"> <li>1. Implement incentives for students attending school.</li> <li>2. Counselors make daily phone calls, home visits, parental contacts and transport if necessary</li> </ol>	1.1. Management, Counselors, Teacher/Advisors	1.1. Daily attendance data.	1.1. ETO data system		
100% of all students will be enrolled in classes providing career exploration.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					

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

	<i>Enter numerical data for current goal in this box.</i>						
		100% of students will receive career exploration as a part of their general education					
		102.Reduced opportunity for students to have hands-on technical application.	1.2. Florida Ready to Work utilized in Executive Internship classes for all high school students	1.2. Career/vocational staff	1.2. Improved scores on Florida Ready to Work resulting in FRTW certification.	1.2. Data reports	
		4. Social trauma	3. Personal and career school development (Spirited Girls) 4. Bi-weekly counseling	3. Classroom teacher 4. Counselor	3. Teacher observation and assessments 4. Progress of social service goals	1.3. Progress reports and report cards 1.4 ETO data system	
		5. Lack of prior career knowledge	6. IAP goals and objectives	1.4. Teacher/Advisor	1.4. Review of IAP goals monthly and update as needed.	1.4. ETO/IAP	

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

Please note that each Strategy does not require a  
**April 2011**  
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**Revised May 18, 2011**

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

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
Lesson planning	6 – 12	Melissa Moldovan	All instructional staff	Pre-planning August 15, 2011	Classroom observations.	Academic Manager
Consistency with classroom management	6-12	Melissa Moldovan	All instructional staff	Pre-planning August 15, 2011	Classroom observations.	Academic Manager, Social Services Manager and Program Director
Bi-monthly PLC meetings	6-12	Melissa Moldovan	All instructional staff	TBD	Classroom observations	Academic Manager

## Career Education Goal(s) Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.	
Evidence-based Program(s)/Materials(s)	
Strategy	Descr
N/A	
<b>Subtotal:</b>	
Technology	
Strategy	Descr
N/A	
<b>Subtotal:</b>	
Professional Development	
Strategy	Descr
N/A	

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

	<b>Subtotal:</b>
Other	
Strategy	Descr
N/A	
	<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.

<b>Guiding Questions to Inform the Problem-Solving Process</b>
<ul style="list-style-type: none"> <li>• How does the program deal with transition planning (entry and exit transition)?</li> <li>• How many students successfully transition (e.g., return to school, find employment)?</li> </ul>

\* 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		

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

<p><b>1. Transition Goal</b></p>	<p>1.1. Unplanned transitions due to unstable living or economic conditions, foster care placement or DJJ involvement.</p>	<p>1.1. Counselors will develop meaningful relationships with student, parent/guardian, case worker of probation officer in order to affect transition and next placement</p>	<p>1.1. Social Service Manager</p>	<p>1.1. Contacts by Transition counselors to engage student in the transition process in order to gain success.</p>	<p>1. ETO Data System</p>		
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**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
<p><i>Enter narrative for the goal in this box.</i></p> <p>A minimum of 85% of students shall earn a GED/high school diploma or mainstream back to public school, an appropriate educational setting, or be gainfully employed or placed in an appropriate placement.</p>							
	<p>96% of students transitioned to an appropriate educational setting.</p>	<p>85% or above of students will transition to an appropriate educational and/or employment setting.</p>					
		<p>1.2. Lack of adult or family support</p>	<p>1.2. Day and Transition counselors will maintain contacts with student according to PACE policy.</p>	<p>1.2. Counselors and Social Service Manager</p>	<p>1.2. Contacts by Transition counselors in order to support, counsel or provide care management services.</p>	<p>1.2. ETO Data System</p>	
		<p>1.3. Lack of skills for independent living</p>	<p>1.3. Day and Transition counselors will counsel/teach skills for independent living</p>	<p>1.3. Counselors</p>	<p>1.3. Contacts by Transition counselors to provide guidance in all areas of independent living.</p>	<p>1.3. ETO Data System Student self report</p>	

**Professional Development (PD) aligned with Strategies through Professional Learning**

April 2011  
 Rule 6A-1.099811  
 Revised May 18, 2011



**2012-2013-School Improvement Plan Juvenile Justice Education Programs  
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 Planning	6-12	Jenna Kramer/Jill Bacon	Day and Transition Counselors	Ongoing	ETO Documentation	Social Service Manager  Transitions Manager  Program Director

**Transition Goal(s) Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.	
Evidence-based Program(s)/Materials(s)	
Strategy	Descr
N/A	
<b>Subtotal:</b>	
Technology	
Strategy	Descr
N/A	
<b>Subtotal:</b>	
Professional Development	
Strategy	Descr
N/A	

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

	<b>Subtotal:</b>	
Other		
Strategy		Descr
N/A		
	<b>Grand Total:</b>	

*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.

<b>Guiding Questions to Inform the Problem-Solving Process</b>
<ul style="list-style-type: none"> <li>■ What was the attendance rate for 2010-2011?</li> <li>■ How many students had excessive absences (10 or more) during the 2010-2011 school year?</li> <li>■ What are the anticipated barriers to decreasing the number of students with excessive absences?</li> <li>■ What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2011-2012?</li> <li>■ How many students had excessive tardies (10 or more) during the 2010-2011 school year?</li> <li>■ What are the anticipated barriers to decreasing the number of students with excessive tardies?</li> <li>■ What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2011-2012?</li> </ul>

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

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

ATTENDANCE GOAL(S)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>1. Attendance Goal # 1</b></p>	<p>1.1. Prior truancy and tardy behaviors</p>	<p>1.1. Implement incentives for students attending school</p> <p>2.1 Counselors make daily phone calls, home visits, parental contacts and transport if necessary.</p>	<p>1.1. Administration, Counselors, Teacher/Advisors</p>	<p>1.1. Tracking daily attendance for total program and for individual students.</p>	<p>1.1. ETO Data System</p>		
<p><i>Enter narrative for the goal in this box.</i></p> <p>Average monthly attendance for the 2011-2012 fiscal year will increase to 80% or above onsite attendance.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>70%(60 of 85)</p>	<p>80%(68 of 85)</p>					

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

	<u>2012 Current</u> <u>Number of Students</u> <u>with Excessive</u> <u>Absences</u>  (10 or more)	<u>2013 Expected</u> <u>Number of Students</u> <u>with Excessive</u> <u>Absences</u>  (10 or more)					
	29% (25)	20% (17)					
	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive Tardies</u> (10 or more)	<u>2013-Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive Tardies</u> (10 or more)					
	21% (18)	17% (15)					
		1.2. Prior lack of academic success	1.2. Academic Advising by Teacher/Advisor	1.2. Academic Manager Teacher/Advisors	1.2. Biweekly Advisee Sessions	1.2. ETO Data System	
		1.3. At risk factors affecting personal functioning.	1.3. Counseling sessions biweekly and as needed.	1.3. Social Service manager; Counselors	1.3. Biweekly Counseling Sessions	1.3. ETO Data System	

**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.

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

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

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

<b>Grand Total:</b>			
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*End of Attendance Goals*

**FINAL BUDGET** (Insert rows as needed)

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

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

### School Advisory Council

#### *School Advisory Council (SAC) Membership Compliance*

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

Yes

No

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

Describe projected use of SAC funds.	Amount
N/A	

Describe the activities of the School Advisory Council for the upcoming year.
The PACE Center for Girls Jacksonville Board of Directors are involved throughout the year in developing community partnerships including advocacy, program volunteers and fund raising.