# 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 3010 | District Name:  Palm Beach |
|---|---|
| Principal:  Angela Clarke | Superintendent:  Wayne Gent |
| SAC Chair:  Angela Clarke | Date of School Board Approval: December 2012 |

## <u>Student Achievement Data:</u>

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.

## <u>Administrators</u>

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

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**
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 | Angela Clarke | B.S. in Sec. Ed. | 19 | 15 | |
| Academic Manager | Joselyn Bayona | Psy. S in School Psychology / Professional Certification in School Psychology Pre-K - 12 | 8 | 5 | |

## 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. |
|---|---|---|---|---|---|
| | Funding not available for coaches this year. | | | | |
| | | | | | |
| | | | | | |

## Effective and Highly Effective Teachers

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

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. |
|---|---|---|---|---|---|
| Social Studies | Shane Suttle | M.A in Political Science / Professional Certification in Social Sciences 6-12, Middle Grades Integrated Curriculum, ESE K-12 | 3 | 5 | |
| Science | Andrea Gammino | M.S. Ed. in Brain & Research Education / Professional Certification in Middle School Integrated Curriculum and Science 5-9. | 3 | 8 | |
| Math | Alejandro Villada | M.A. in Economics / Professional Certification in Math 6-12 | 2 | 4 | |

## <u>Effective and Highly Effective Teachers</u>

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 Postings on PACE Webs site by Executive Director | Executive Director/ State Office | As needed | |

| | | | |
|---|---|---|---|
| 2. Vacancies advertised on Teacher-Teacher, Monster.com<br><br>(recruitment sites) | Executive Director/ State Office | As needed | |
| 3. 2 week PACE orientation training at hire | Joselyn Bayona, Academic Manager | At new hire date | |
| 4. Development Plan with position-specific training at hire | Joselyn Bayona, Academic Manager | Completion of 90 day orientation | |
| 5. Monthly Formal Supervision for 1st year teachers, Quarterly for 2+ Years | Joselyn Bayona, Academic Manager | Ongoing | |
| 7.. Review salary schedule to align with district salaries | Executive Director/ State Office | Ongoing | |
| 8. Annual Performance Evaluations | Joselyn Bayona, Academic Manager | Yearly | |
| 9. Monthly Academic Team Meetings | Joselyn Bayona, Academic Manager | Ongoing | |
| 10. Planning time for teachers | Joselyn Bayona, Academic Manager | Ongoing | |
| 11. Paid vacation and sick time | PACE Center for Girls policy | Ongoing | |
| 12. Provide observations | Joselyn Bayona, Academic Manager | Ongoing | |

## *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 |
|---|---|
| | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|
| 3 | 0 | 66.6% (2) | 33.3% (1) | 0 | 100% | 100% | 33% | 0 | 0 |

## *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 |
|---|---|---|---|
| | | | |

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

| No 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.

All teachers utilize the FCAT prep exercises located within the curriculum to enforce reading strategies and enhance the areas of vocabulary, comprehension and fluency. FCAT explorer is used as part of the curriculum. All teachers utilized differentiated instruction within the classroom. Every girl participates in the 50 minute PACE Reading Initiative daily.

*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 attend a Spirited Girls Group. In this group, the girls work on units that addresses resume writing, interviewing techniques, completing work applications, proper dress attire, and communication skills. Career speakers are brought into the Center as role models and mentors. Students also participate in the PACE Works program which addresses the above topics along with providing college tours and community partnerships for internships.

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?

Each student is assigned a teacher/advisor who assists the student to make proper choices about the student's educational future. Students also take CHOICES, a career inventory assessment, which matches the student responses to various careers based on their likes and dislikes. Choices is used by the advisor as a tool to research career opportunities for each student. Girls have the opportunity to participate in PACEWorks!, a

| |
|---|
| program in the PACE Transition Services that focuses on academic and career success. |

*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 <u>High School Feedback Report</u>.

| |
|---|
| Students are in small instructional classes where they can receive individualized attention.  This enables instructors to pin point areas where students need remedial work and teach students skills they need to succeed a postsecondary level.  The Spirited Girls group provides opportunities for students to research requirements for postsecondary education and enable the student to better prepare herself for the future. |

# PART II: EXPECTED IMPROVEMENTS

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# <u>Reading Goals</u>

**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 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains?

- What percentage of students made learning gains?

- What was the percent increase or decrease of students making learning gains?

- What are the anticipated barriers to increasing the percentage of students making learning gains?

- What strategies will be implemented to increase and maintain proficiency for these students?

- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

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

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

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

| 1. Percentage of students making learning gains in reading.<br><br>—<br><br>Reading Goal #1: | 1.1.<br><br>PACE students have gaps in their educational histories.<br><br>PACE students are reading below grade level.<br><br><br><br>PACE students attend the program for up to 15 months. Due to ongoing enrollment and early transitions, the year to year data is not always a true representation of the same population. | 1.<br><br>PACE offers a 230-day school year which offers students additional instructional hours through which learning gains can increase.<br><br><br>PACE places Level 1 and Level 2 students in an Intensive Reading class to help improve Reading skills.<br><br><br>PACE uses FCAT Explorer to enhance vocabulary and comprehension along with the EDGE curriculum.<br><br><br>PACE employs a low student to teacher ratio (12:1). | 1.1.<br><br>The Academic Manager and Reading Teacher will monitor the incorporation of strategies into the curriculum and lessons. | 1.<br><br>Students are given FAIR, WIN and periodic assessments.<br><br>Results are available from the computer program.<br><br><br>Classroom teachers monitor progress of the student's goal biweekly, during academic advising. | 1.<br><br>Progress is monitored through the use of diagnostics.<br><br><br>Progress is monitored daily by the teachers.<br><br><br>Observations will be performed by the Academic Manager. | | |

# 2012-2013 School Improvement Plan Juvenile Justice Education Programs

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| In the 2012-2013 school year, 70% of PACE Center for Girls students present for both Survey 2 and Survey 3 FTE periods will make learning gains in reading as evidenced by FCAT scores. | 15% (6) of the students present for both survey 2 and survey 3 made learning gains in reading as evidenced by FCAT scores. | In the 2012-2013 school year, 70% of PACE Center for Girls students present for both Survey 2 and Survey 3 FTE periods will make learning gains in reading as evidenced by FCAT scores. | | | | | |
| | | 1.2<br><br>PACE students lack grade level vocabulary skills | 1.2<br><br>Teachers will use a variety of strategies to increase vocabulary skills including graphic organizers, context clues, word maps and word walls. | 1.2.<br><br>Academic Manager and all classroom teachers | 1.2.<br><br>Academic manager will monitor lesson plans for the inclusion of vocabulary strategies in the classroom. | 1.2.<br><br>Lesson Plans,<br><br>Supervision notes | |

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

| | | 1.3 | 1.3. | 1.3. | 1.3. | 1.3. | |
|---|---|---|---|---|---|---|---|
| | | PACE students lack comprehension skills. | Teachers will use a variety of reading strategies to improve comprehension skills including journaling, directed reading, prediction, graphic organizers, reciprocal reading. | Academic Manager and all classroom teachers. | The Academic manager will monitor lesson plans for the inclusion of reading comprehension strategies in the classrooms. | Lesson Plans, Supervision notes | |

| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | |
|---|---|---|---|---|---|---|---|
| **2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.** | **Baseline data 2010-2011** | | | | | | |
| Reading Goal #2:<br><br>Reduce achievement gap by 10% or match District reduction in achievement gap differences. | | | | | | | |

# Reading Professional Development

### Professional

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**
**Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

Please note that each Strategy does not require a professional development or PLC activity.

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

## Reading Budget (Insert rows as needed)

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

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

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|
| | | | |
| | | | |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| | | | |
| Grand Total: | | | |

*End of Reading Goals*
-

# Mathematics Goals

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

<table>
<tr><td align="center"><b>Guiding Questions to Inform the Problem-Solving Process</b></td></tr>
</table>

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

- 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 | | |

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

| 1. Percentage of students making learning gains in mathematics. ____ Mathematics Goal #1: | 1.1. PACE students have gaps in their educational histories. PACE students attend the program for up to 15 months. Due to ongoing enrollment and early transitions, the year to year data is not always a true representation of the same population. | 1.1 PACE offers a 230-day school year which offers students additional instructional hours through which learning gains can increase. Pace offers afterschool tutoring. PACE employs a low student to teacher ratio (12:1). | 1.1. Academic Manager, Math Teacher | 1.1 Students are given periodic Diagnostic assessments. Results are available from the computer program and are shared with the Math teacher. | 1.1 Progress is monitored through the use of diagnostics. Progress is monitored daily by the teachers. Observations will be performed by the Academic Manager. | | |
|---|---|---|---|---|---|---|---|

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

| | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
|---|---|---|---|---|---|---|---|
| In the 2012-2013 school year, 70% of PACE Center for Girls middle school students present for both Survey 2 and Survey 3 FTE periods will make learning gains in Math as evidenced by FCAT scores. | | | | | | | |
| | 7 % (1) of the middle school students present in survey 2 and 3 made learning gains as evidenced by the math FCAT scores. | In the 2012-2013 school year, 70% of PACE Center for Girls middle school students present for both Survey 2 and Survey 3 FTE periods will make learning gains in Math as evidenced by FCAT scores. | | | | | |
| | | 1.2. Students lack the basic math skills to pass FCAT math. | 1.2 PACE places Level 1 and Level 2 students in an Intensive Math class to help improve Math skills. | 1.2. Academic Manager, Math Teacher | 1.2. Classroom teachers monitor progress of the student's goal biweekly, during academic advising. | 1.2. Student work and assessments | |
| | | | | | | | |

| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| 2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Baseline data 2010-2011 | | | | | | |
|---|---|---|---|---|---|---|---|
| Mathematics Goal #2:<br><br>Reduce achievement gap by 10% or match District reduction in achievement gap differences. | | | | | | | |

## 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 | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

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

| 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**

| 1. **Students scoring at Achievement Level 3, 4, and 5 in Algebra.** | 1.1. PACE students have gaps in their educational histories. PACE students attend the program for up to 15 months. Due to ongoing enrollment and early transitions, the year to year data is not always a true representation of the same population. | 1.1 PACE offers a 230-day school year which offers students additional instructional hours through which learning gains can increase. PACE offers afterschool tutoring. PACE employs a low student to teacher ratio (12:1). | 1.1. Academic Manager, Math Teacher | 1.1 Students are given periodic Diagnostic assessments. Results are available from CORE K12. Classroom teachers monitor progress of the student's goal biweekly, during academic advising. | 1.1 Progress is monitored through the use of diagnostics. Progress is monitored daily by the teachers. Observations will be performed by the Academic Manager. | | |
|---|---|---|---|---|---|---|---|

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

| Algebra Goal #1: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
|---|---|---|---|---|---|---|
| In the 2012-2013 school year, 70% of PACE Center for Girls students present for both Survey 2 and Survey 3 FTE periods will make learning gains in Algebra as evidenced by the Algebra EOC Scores. | | | | | | |
| | 19% (3) of the students present in survey 2 and 3 made learning gains as evidenced by the Algebra EOC scores. | In the 2012-2013 school year, 70% of PACE Center for Girls students present for both Survey 2 and Survey 3 FTE periods will make learning gains in Algebra as Evidenced by EOC Scores | | | | |
| | | 1.2.<br><br>Students lack skills to pass EOC tests. | 1.2.<br><br>Students will be enrolled in the E20/20 EOC prep courses; a computer based instructional system to increase their math skills in order to pass the required assessments. | 1.2.<br><br>Academic Manager,<br><br>Math Teacher | 1.2.<br><br>The Math Teacher will facilitate students work on E20/20. | 1.2.<br><br>Student work and assessments. |
| | | | | | | |
| 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** |

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

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.** | **Baseline data 2010-2011** | | | | | | |
| Algebra Goal #3:<br><br><br>Reduce achievement gap by 10% or match District reduction in achievement gap differences. | | | | | | | |

*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 | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

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

| 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

| 1. Students scoring at Achievement Level 3, 4, and 5 in Geometry. | 1.1. | 1.1 | 1.1. | 1.1 | 1.1 | | |
|---|---|---|---|---|---|---|---|
| | PACE students have gaps in their educational histories | PACE offers a 230-day school year which offers students additional instructional hours through which learning gains can increase. | Academic Manager, Math Teacher | Students are given periodic Diagnostic assessments. Results are available from CORE K12. | Progress is monitored through the use of diagnostics. Progress is monitored daily by the teachers. | | |
| | PACE students attend the program for up to 15 months. Due to ongoing enrollment and early transitions, the year to year data is not always a true representation of the same population. | PACE offers afterschool tutoring. PACE employs a low student to teacher ratio (12:1). | | Classroom teachers monitor progress of the student's goal biweekly, during academic advising. | Observations will be performed by the Academic Manager. | | |

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

| Geometry Goal #1: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
|---|---|---|---|---|---|---|
| In the 2012-2013 school year, 70% of PACE Center for Girls students present for both Survey 2 and Survey 3 FTE periods will make learning gains in Geometry as evidenced by the Geometry EOC Scores. | | | | | | |
| | As evidenced by the EOC results, 0% of the 7 students present, in survey 2 and 3 who took the Geometry EOC, did not show any learning gains in Geometry.  Data from 2012 is baseline data, as this is the first year the Geometry EOC was given. | In the 2012-2013 school year, 70% of PACE Center for Girls students present for both Survey 2 and Survey 3 FTE periods will make learning gains in Geometry as Evidenced by EOC | | | | |
| | | 1.2.  Students lack skills to pass EOC tests. | 1.2.  Students will be enrolled in the E20/20 EOC prep courses; a computer based instructional system to increase their math skills in order to pass the required assessments. | 1.2.  Academic Manager,  Math Teacher | 1.2.  The Math Teacher will facilitate students work on E20/20. | 1.2.  Student work and assessments. |
| | | | | | | |

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

| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | |
|---|---|---|---|---|---|---|---|
| **3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.** | **Baseline data 2010-2011** | | | | | | |
| Geometry Goal #3:<br><br>Reduce achievement gap by 10% or match District reduction in achievement gap differences. | | | | | | | |

# Mathematics Professional Development

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

Please note that each

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

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

*End of Geometry EOC Goals*

# Mathematics Budget

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

| | | | |
|---|---|---|---|
| **Subtotal:** | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| | | | |
| **Grand Total:** | | | |

*End of Mathematics Goals*

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

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

| **Biology EOC Goals** | **Problem-Solving Process to Increase Student Achievement** | | | | | | |
|---|---|---|---|---|---|---|---|
| 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

| 1. Students scoring at Achievement Level 3, 4 and 5 in Biology. | 1.1. | 1.1 | 1.1 | 1.1 | 1.1 | | |
|---|---|---|---|---|---|---|---|
| | PACE students have gaps in their educational histories | PACE offers a 230-day school year which offers students additional instructional hours through which learning gains can increase. | Academic Manager, Science Teacher | Students are given periodic Diagnostic assessments. | Progress is monitored through the use of diagnostics. | | |
| | PACE students attend the program for up to 15 months. Due to ongoing enrollment and early transitions, the year to year data is not always a true representation of the same population. | PACE employs a low student to teacher ratio (12:1). | | Results are available from CORE K12. | Progress is monitored daily by the teachers. | | |
| | | PACE offers afterschool tutoring. | | Classroom teachers monitor progress of the student's goal biweekly, during academic advising. | Observations will be performed by the Academic Manager. | | |

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

| Biology Goal #1: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
|---|---|---|---|---|---|---|
| In the 2012-2013 school year, 70% of PACE Center for Girls students present for both Survey 2 and Survey 3 FTE periods will make learning gains in Biology as evidenced by the Biology EOC Scores. | | | | | | |
| | As evidenced by the EOC results, 0% of the 6 students present, in survey 2 and 3 who took the Biology EOC, did not show any learning gains in Biology.

Data from 2012 is baseline data, as this is the first year the Biology EOC was given. | In the 2012-2013 school year, 70% of PACE Center for Girls students present for both Survey 2 and Survey 3 FTE periods will make learning gains in Biology as Evidenced by EOC | | | | |
| | | 1.2.

Students lack skills to pass EOC tests. | 1.2.

Students will be enrolled in the E20/20 EOC prep courses; a computer based instructional system to increase their science skills in order to pass the required assessments. | 1.2.

Academic Manager,

Science Teacher | 1.2.

The Science Teacher will facilitate students work on E20/20. | 1.2.

Student work and assessments. |
| | | | | | | |

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

# 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 |
| N/A | | | | | | |

## 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 | | | |
| | | | |
| **Subtotal:** | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |

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

| | | | |
|---|---|---|---|
| | | | |
| | | | |
| **Subtotal:** | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| **Subtotal:** | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| **Subtotal:** | | | |
| **Total:** | | | |

*End of Science Goals*


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

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

| Civics  EOC Goals | Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of  Strategy | Evaluation Tool | |

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

| 1. Students scoring at Achievement Level 3 in Civics. | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | | |
|---|---|---|---|---|---|---|---|
| Civics Goal #1:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |

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

| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
|---|---|---|---|---|---|---|---|
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 2. **Students scoring at or above Achievement Levels 4 and 5 in Civics.** | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |

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

| Civics Goal #2:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
|---|---|---|---|---|---|---|
| | *Enter numerical data for current level of performance in this box.* | *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 | 2.3 |

## Civics Professional Development

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

Please note that each

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

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

Strategy does not require a professional development or PLC activity.

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

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

| | Total: | | | |
|---|---|---|---|---|
| | | | | |

*End of Civics Goals*

## 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 | |

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

| 1. Students scoring at Achievement Level 3 in U.S. History. | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | | |
|---|---|---|---|---|---|---|---|
| **U.S. History** Goal #1:  *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |

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

| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
|---|---|---|---|---|---|---|---|
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of  Strategy | Evaluation Tool | | |
| **2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.** | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |

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

| Civics Goal #2:

Enter narrative for the goal in this box. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
|---|---|---|---|---|---|---|
| | Enter numerical data for current level of performance in this box. | 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 | 2.3 |

## U.S. History Professional Development

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

Please note that each Strategy does not require a professional development or PLC activity.

## 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 | | | | | | |

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

## 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?<br><br>●     How does the program provide career exploration for all students?<br><br>●     What hands-on technical training does the program provide (type 3 programs)?<br><br>■     For type 3 programs what industry certifications are offered?<br><br>■     How many students earned industry certifications?<br><br>■     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 | | |

# 2012-2013 School Improvement Plan Juvenile Justice Education Programs

| 1. Career Education Goal | 1.1. | 1.1. | 1.1 | 1.1. | 1.1. | | |
|---|---|---|---|---|---|---|---|
| | Poor student attendance can be an impediment to completing career course work. | Career education and planning takes place as part of  Spirited Girls group, PACE Works program and in Academic Advising. | Advisors, Transition Counselors and Spirited Girl Facilitator | When students meet with their academic advisor, notes from the meetings are documented in PACE's computerized documentation system.  In Spirited Girls group and PACE Works, students complete various exercises on career exploration.  CHOICES is utilized as an interest inventory to record student's career interests and is used by the advisors as a tool. | File reviews of student contact at the center including classroom participation, which is found in ETO | | |
| In the 2012-2013 school year, 100% of PACE students present for survey 2 and 3 will explore careers as part of the general curriculum. | <u>2012 Current Level :*</u> | <u>2013 Expected Level :*</u> | | | | | |

| | 100% (46) of PACE students receive career education as part of a specific course or general education curriculum. | 100% of PACE students will receive career education as part of a specific course or general education curriculum. | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 1.2. Middle school students may find it challenging to think about a career when it is "too far away" | 1.2. Academic Advising groups will research career types and paths. Individual academic advising which occurs biweekly, will address the career interests of the student in individual, relevant manner. | 1.2. Teacher/Advisors Academic Manager | 1.2. When students meet with their academic advisor notes from the meetings are documented in the PACE's computerized documentation system. | 1.2 File reviews of student contact at the center including classroom participation, which is found in ETO | |
| | | | | | | | |

# Career Education Professional Development

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

**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 | Descr |
| N/A | |
| | |
| **Subtotal:** | |
| Technology | |
| Strategy | Descr |
| | |
| | |
| **Subtotal:** | |
| Professional Development | |
| Strategy | Descr |
| | |
| | |
| **Subtotal:** | |
| Other | |
| Strategy | Descr |
| | |
| | |
| **Grand Total:** | |

*End of Career Education Goal(s)*
.

# Transition Goal(s)

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

| |
|---|
| |

| Guiding Questions to Inform the Problem-Solving Process |
| --- |
| ● How does the program deal with transition planning (entry and exit transition)? |
| ● How many students successfully transition (e.g., return to school, find employment)? |

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

| TRANSITION GOAL(S) | Problem-Solving Process to Increase Student Achievement | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Based on the analysis of school data, identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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

| 1. Transition Goal | 1.1. Due to the transitory nature of our students, students may abruptly leave PACE without engaging in the transition process. | 1.1. PACE will engage in a lengthy transitions planning process which begins when the student enrolls at PACE. The student will be made aware of educational placement options and plans. Social Services Manager and social service counselors engage in follow-up consultations to offer support and any needed guidance in the post-transition time. | 1.1. Social Service Manager, counselors, transition counselor | 1.1 During the 1st year of transition, girls will be contacted on the following schedule:<br><br>1st 3 months-once a month<br><br>After three months every 6 weeks<br><br>After 1 year-every 6 months until dismissed from the program at the 3rd year. | 1.1 Year end outcome<br><br>Measure report from ETO.<br><br>Notes on efforts qualifier in ETO. | | |
|---|---|---|---|---|---|---|---|
| In the 2012-20123school year 100% of transitioning girls will do so successfully into an appropriate educational setting or into a vocation. | 2012 Current Level :* | 2013 Expected Level :* | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | 95% of the girls leaving PACE are successful transitions into appropriate educational settings or into a vocation. | 100% of the girls leaving PACE will be successfully transitioned into an appropriate educational setting or into a vocation. | | | | |
| | | 1.2.<br><br>Some girls immediately transition  based on court-ordered placement in foster care or detention centers; or may be involuntary, un planned transition due to serious breach of conduct at PACE. | 1.2.<br><br>Counselor will develop a service plan for each transitioning girl. | 1.2.<br><br>Counselors<br><br>Social Service Manager | 1.2.<br><br>Counselors will document contacts with the girls in their service plan. | 1.2<br><br>Year end outcome<br><br>Measure report from ETO.<br><br><br>Notes on efforts qualifier in ETO. |
| | | 1.3.<br><br>PACE students often do not have a support system at home to encourage them to meet their goals. | 1.3.<br><br>Counselors and teachers will support the girls through the transition process, ensuring that each girl feels that someone cares where she goes next. | 1.3.<br><br>Counselors and teachers | 1.3.<br><br>Counselors and teachers meet with the girls and determine their challenges and document these contacts in their service plan. | 1.3.<br><br>Year end outcome<br><br>Measure report from ETO.<br><br><br>Notes on efforts qualifier in ETO. |

# Transition Professional Development

**Professional**
**Development**
**(PD) aligned with**

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

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

Please note that each Strategy does not require a professional development or PLC activity.

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

## Transition Budget (Insert rows as needed)

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

| | |
|---|---|
| | |
| | **Subtotal:** |
| Other | |
| Strategy | Descr |
| | |
| | |
| | **Grand Total:** |

*End of Transition Goal(s)*

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

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

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

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

| **ATTENDANCE GOAL(S)** | **Problem-solving Process to Increase Attendance** | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

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

| Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|---|---|---|---|---|---|---|
| **1. Attendance Goal # 1** | 1.1.<br><br>PACE Center for Girls serves students who have multiple risks factors that inhibit their success in school. These risk factors include truancy; academic underachievement; dropping out; delinquency; pregnancy; histories of physical and sexual abuse; substance abuse; and/or running away. | 1.1.<br><br>PACE policy requires all counselors to call every student's parent when the student is absent from school. | 1.1.<br><br>Social Service Manager<br><br>PACE Counselors | 1.1.<br><br>Students check in on the computer on a daily basis. ETO is monitored during 1st period for potential absences. After 1st period all parents of absent students are called. Calls are documented in ETO, which is PACE's computerized documentation system. | 1.1.<br><br>Attendance Percent report<br><br>Monthly census report from ETO. | | |
| PACE Center for Girls<br><br>will increase attendance by 5% by the end of 2012-2013 school year, and increase on time students by 2% by the end of the school year. | 2012 Current Attendance Rate:* | 2013 Expected Attendance Rate:* | | | | | |
| | 71.44% (66) | 80% | | | | | |
| | 2012 Current Number of Students with Excessive Absences<br><br>(10 or more) | 2013 Expected Number of Students with Excessive Absences<br><br>(10 or more) | | | | | |

| | 38% (25) | 2% | | | | | |
|---|---|---|---|---|---|---|---|
| | 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of  Students with Excessive Tardies  (10 or more) | | | | | |
| | 47% (31) | 2% | | | | | |
| | | 1.2.  PACE students have a history of excessive tardies. | 1.2.  PACE uses incentives to encourage girls to come to school on time. | 1.2.  Academic Manager  Social Service Manager  PACE Counselors  Teachers | 1.2.  PACE keeps daily, monthly and yearly census numbers to monitor trends in tardies and overall attendance. These percentages are reported to PACE state office and to DJJ | 1.2.  Attendance Percent report.  Monthly census report from ETO | |
| | | 1.3.  PACE students have a history of habitual absences and lack motivation to attend school. | 1.3.  PACE counselors set attendance goals for students to help them to adhere to those plans and be able to reach the goals.  The counselors hold each student accountable for their actions. | 1.3.  Academic Manager  Social Service Manager  PACE Counselors  Teachers | 1.3.  PACE runs a weekly report to determine the girls who are absent; this report is discussed in the care review on a weekly basis. | 1.3.  Attendance Percent report  Monthly census report from ETO | |

**Attendance Professional Development**

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

## 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 |
|---|---|---|---|---|---|---|
| N/A | | | | | | |

## Attendance Budget (Insert rows as needed)

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

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

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|
|  |  |  |  |
| Grand Total: |  |  |  |

*End of Attendance Goals*

## Final Budget (Insert rows as needed)

| Please provide the total budget from each section. |
|---|
| **Reading Budget** |
| Total: |
| **Mathematics Budget** |
| Total: |
| **Science Budget** |
| Total: |
| **Civics  Budget** |
| Total: |
| **U.S. History Budget** |
| Total: |
| **Career  Budget** |
| Total: |
| **Transition Budget** |
| Total: |
| **Attendance Budget** |
| Total: |
|  |
| Grand Total: |

## 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.

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

X Yes                                                                ▢No

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

| Describe projected use of SAC funds. | Amount |
| --- | --- |
| Classroom improvements and student incentives for academic excellence/achievement. | 1100.00 |
| | |
| | |

| Describe the activities of the School Advisory Council for the upcoming year. |
| --- |
| ● Share best practices among Alternative Education sites. <br><br> ● Provide necessary staff training for sites. <br><br> ● Improve transition practices for Alternative Education sites. |