

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) for Juvenile Justice Education Programs

2012–2013

2012-2013 School Improvement Plan Juvenile Justice Education Programs

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: PACE Center for Girls, Inc	District Name: Pinellas County
Principal: Diana Lenox	Superintendent: John Stewart, Interim Superintendent
SAC Chair: Ali O'Connor	Date of School Board Approval:

Student Achievement Data:

Use data from the Common Assessment to complete reading and mathematics goals. Programs may include math data from the math assessment used in 2011–2012.

Administrators

List your school’s on-site administrators who are responsible for educational services (e.g., principal, lead educator) and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains). The school may include AYP information along with the associated school year.
Principal	Diana Lenox	BS in Education, MA in Educational Leadership, certified in School Principal, Elem Ed, SLD K-12, Reading	8	13	Diana Lenox oversees the Dropout Prevention School, which includes a conglomerate of many different school numbers. Because it has been grades, rated and unrated over the years, it is hard to find a pattern. Due to the highly mobile student population, few students are matched and data is often not available on the state websites.
Asst. Principal	Althea Hudson	BS in Elem Education, MA in Educational Leadership, Reading Endorsement	15	15	Althea Hudson oversees multiple programs within the Dropout Prevention School, which includes a conglomerate of many different school numbers. Because it has been grades, rated and unrated over the years, it is hard to find a pattern. Due to the highly mobile student population, few students are matched and data is often not available on the state websites.
PACE Acad. Mngr	Allen A. Buchanan	BA in English Writing/ED MS Journalism Ph. D (ABD) Instructional Design & Online Learning	0	3	For students enrolled 90+ days in the program, academic improvement is measured by pre & post testing of the BASI, and/or if students increased their GPA, earned High School credit or completed middle school courses

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		Prof. Certification-Eng 6-12			2008-2009 – 95% improved 2009-2010 – 91% improved	2010-2011 – 98% improved 2011-2012 – 92% improved
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Reading	Linda Damsky	M.A., Certification in TESOL and Chinese, Reading Endorsement	8	8	Linda Damsky has been a Reading Coach for Dropout Prevention for the last seven years. She has implemented FAIR and works on an ongoing basis to provide learning gains in Reading with our DOP students. High and active mobility in our DOP/DJJ sites make documentation of learning gains a difficult process. Professional Development on a monthly basis for our DOP staff allows our instructional staff to work on learning gains for individual students on an ongoing basis.
Math & Science	Susan Boulay	Elementary Ed, English, ESOL, Health Ed., Math, MG General Science, MG integrated Curr, Phys Ed K-12, PK Primary Ed, Preschool Ed, Reading Endorsement, Social Science, Mid Grade, ESE HOUSSE - Biology, Earth/Space Science, Reading Endorsement	27 in district	1st year	S.Boulay oversees math and science for Pinellas Co. Dropout Prevention School, which includes a conglomerate of many different school numbers. Because it has been grades, rated and unrated over the years, it is hard to find a pattern. Due to the highly mobile student population, few students are matched and data is often not available on the state websites.

Effective and Highly Effective Teachers

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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 AYP information along with the associated school year.
Reading	Debra Yakubovsky	Prof Reading K-12	6	9	For students enrolled 90+ days in the program, academic improvement is measured by pre & post testing of the BASI, and/or if students increased their GPA, earned High School credit or completed middle school courses 2008-2009 – 95% improved 2011-2012-92% improved 2009-2010 – 91% improved 2010-2011 – 98% improved
Math	Spencer Jorgensen	Ltr. of Eligibility Math 5-9 Temp Certificate Pending	4	15	For students enrolled 90+ days in the program, academic improvement is measured by pre & post testing of the BASI, and/or if students increased their GPA, earned High School credit or completed middle school courses 2008-2009 – 95% improved 2011-2012-92% improved 2009-2010 – 91% improved 2010-2011 – 98% improved
English	Katheryn Wetter	BA English English 6-12-Prof. Certified ESE, K-12- Prof. Certified	1	16	For students enrolled 90+ days in the program, academic improvement is measured by pre & post testing of the BASI, and/or if students increased their GPA, earned High School credit or completed middle school courses 2011-2012-92% improved
Social Sciences	Carole Mannering	Prof Soc Sci 6-12 ESE K-12 Elem Ed K-6	1	5	For students enrolled 90+ days in the program, academic improvement is measured by pre & post testing of the BASI, and/or if students increased their GPA, earned High School credit or completed middle school courses 2011-2012-92% improved
Science	Jaclyn Mousoulis	BS Biology FL Professional Cert Bio 6-12	0	0	For students enrolled 90+ days in the program, academic improvement is measured by pre & post testing of the BASI, and/or if students increased their GPA, earned High School credit or completed middle school courses 2011-2012-92% improved

Effective and Highly Effective Teachers

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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. PACE offers a complete benefits package including medical, dental, vision and 403b fund.	PACE State Office, PACE Pinellas Executive Director	On-going	On-going
2. PACE offers sick and vacation time, holiday pay and a paid wellness week for full-time employees.	PACE State Office, PACE Pinellas Executive Director	On-going	On-going
3. PACE recruits potential employees through postings on our website and other local agencies.	PACE State Office, PACE Pinellas Executive Director	On-going	On-going
4. PACE teachers all have current development plans and training plans with annual performance and salary reviews. PACE teachers also participate in regularly scheduled teacher meetings to address changing needs and mandates.	PACE Pinellas Executive Director, PACE Acad Mngr	On-going	On-going

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]).

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
None			

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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
5	0	40% (2)	60% (3)	0% (1)	40% (2)	100% (5)	20% (1)	0%	0%

Teacher Mentoring Program

May 2012

Rule 6A-1.099811

Revised May 25, 2012

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Allen A. Buchanan	Spencer Jorgensen and Jaclyn Mousoulis	A. Buchanan serves as the supervisor for instructors at PACE Pinellas	Initial 80 hour training within the first 2 weeks of employment, creation of a development/training plan to address areas of need, supervision as necessary including classroom observations, annual evaluation.

****Grades 6-12 Only-*** Sec. 1003.413 (2)(b) F.S

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

Every student at PACE is enrolled in a reading class (intensive, regular, advanced) based on pre-test scores using the Common Assessment, prior FAIR scores and prior FCAT scores. The reading classroom has a variety of high-interest, age appropriate books for students to utilize for independent reading. The remainder of the classrooms each have a mini-library of age appropriate books that students can access at any time during the day. Every teacher incorporates vocabulary and content-reading in their lesson plans, which is monitored by the Academic Manager, the local district, and had been monitored by regular JJEOP QA reviews until last year. Each student has an individual academic plan which is monitored by their assigned teacher/advisor and is reviewed bi-weekly by the staff at care review meetings, and individually with the student.

****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?

Students are all enrolled in either PSD (for middle school students), PCSD I, II (PACE created Curriculum called Spirited Girls) or Peer Counseling I,II,III or IV. The curriculum of these classes often includes guest speakers in their career of interests. The students also work on college preparation and exploration, resume writing, mock interview, etiquette lessons, and other related activities that lead to workforce readiness. PACE Pinellas also offers the FL Ready to Work Certification Program when appropriate to meet students' goals.

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

PACE uses the ePEP computer program that the school district uses to enable students to track their school progress as well as plan for their future. Students help create vocational goals with their assigned teacher/advisor which is reviewed bi-weekly with the student. The vocational goals are based on student interests found during pre-testing, using CHOICES. PACE Pinellas also offers the FL Ready to Work Certification Program when appropriate to meet students' goals.

Postsecondary Transition

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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](#).

PACE Pinellas was not listed on the annual analysis of the High School Feedback Report. PACE provide small instructional classes, which allows for instructors to provide individual attention to each student, addressing remediation as necessary as well as course recovery options. Care review is held weekly which enables transition planning to start as soon as the students enter the program. Transition planning is a joint effort between the student, staff and family to ensure skill sets needed to succeed are in place. The Spirited Girls classroom provides opportunities for students to research requirements for postsecondary education and enable the student to better prepare herself for the future. PACE Pinellas also offered a number of scholarship opportunities to assist with non-traditional needs and tuition at local post-secondary schools.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Guiding Questions to Inform the Problem-Solving Process

- 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)).

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READING GOALS		Problem-Solving Process to Increase Student Achievement								
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
<p>1. Percentage of students making learning gains in reading.</p> <p><u>Reading Goal #1:</u></p> <p>PACE Pinellas will pre-test 100% within the first ten days of enrollment at Pace. Pace will post-test 75% of girls who remained over 45 days of enrollment. The 75% of girls Post-tested, will reflect an improvement in scores.</p> <p>*2012 Levels based on 2011-2012 expectations. Starting August 2012, performance levels will be based on the newly implemented Common Assessment.</p>		<p>1.1. PACE Pinellas students are a highly mobile population. The average length of stay for 2011-2012 fiscal year was 125 days (a little over one semester long). This short length of stay does not enable all students to benefit from the PACE program and skews averages of increased reading abilities. For students who do stay longer than 90 days, our academic improvement outcomes range in the 90-99% range.</p>	<p>1.1. PACE Pinellas will increase length of stay for students by accepting more appropriate and motivated students into the program. PACE Pinellas will develop a waiting list to select students from in order to meet census requirements. PACE will be hiring another Intake Counselor this year to accomplish this task.</p>	<p>1.1. PACE Pinellas Executive Director, PACE Pinellas Program Director and PACE Pinellas Academic Manager</p>	<p>1.1. Review of quarterly and year end reports for length of stay statistics.</p>	<p>1.1. Reports from PACE internal documentation system, Efforts to Outcomes (ETO)</p>				
	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>Out of the 37 students tested in reading, 33% (12) of students were reading at grade level, a 20% increase over 2011.</td> <td>75% of students post-tested will score at a minimum Level 3 score of 241.</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Out of the 37 students tested in reading, 33% (12) of students were reading at grade level, a 20% increase over 2011.	75% of students post-tested will score at a minimum Level 3 score of 241.					
2012 Current Level of Performance:*	2013 Expected Level of Performance:*									
Out of the 37 students tested in reading, 33% (12) of students were reading at grade level, a 20% increase over 2011.	75% of students post-tested will score at a minimum Level 3 score of 241.									
		<p>1.2. PACE students have gaps in their educational histories</p>	<p>1.2. PACE offers a 230-day school year which offers students additional instructional hours through which learning gains can increase. In addition, PACE provides counselors who aid students by creating attendance goals to help improve daily attendance. FCAT level 1 and 2 readers are placed in intensive reading classes utilizing district approved reading curriculum. Each student has an Individual Academic plan that addresses learning needs in Reading. The goals are monitored for progress on a bi-weekly basis.</p>	<p>1.2. The Academic Manager will monitor the incorporation of strategies into the curriculum and lessons. The District Reading Coach provides guidance and meets regularly with the PACE reading instructor to keep current with any reading strategies.</p>	<p>1.2. Students are given a diagnostic pretest in reading (SRI) within 10 days after entering the program and when they exit. Information is available through a computer program used by PACE (ETO). Classroom teachers monitor goal progress biweekly during academic advising.</p>	<p>1.2. Progress is monitored through the use of FAIR. Teachers monitor daily work. Walk throughs and fidelity checks will be performed.</p>				
		<p>1.3. Core instructor does not consistently provide scaffolded support for reading comprehension, and/or vocabulary acquisition</p>	<p>1.3. Content teachers will implement district research-based comprehension strategies and explicit content related to vocabulary acquisition instruction.</p>	<p>1.3. Content teachers will monitor student' increasing abilities to apply comprehension strategies and use of content specific terminology, and re-teach as necessary for mastery</p>	<p>1.3. Content teachers will review grade level FAIR data to determine student growth</p>	<p>1.3. MAZE scores, FAIR data, SRI lexile scores</p>				

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014		2014-2015	2015-2016	
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: <i>Enter narrative for the goal in this box.</i>							

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integrating Reading in to Content Areas	6-12, all subjects	Acad Mngr, local School	PACE Instructors	Monthly meetings addressing techniques to	Classroom observations, regular feedback from instructors	Academic Manager

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		Board trainings, Reading Coach		improve vocabulary acquisition through organizers (ie Venn diagrams, word maps, etc) and comprehension strategies		
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Reading Budget (Insert rows as needed)

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

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

Strategy	Description of Resources	Funding Source
Subtotal:		
Technology		
Strategy	Description of Resources	Funding Source
Subtotal:		
Professional Development		
Strategy	Description of Resources	Funding Source
Subtotal:		
Other		
Strategy	Description of Resources	Funding Source
Grand Total:		

End of Reading Goals

Mathematics Goals

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

Guiding Questions to Inform the Problem-Solving Process

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- 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)).

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MATHEMATICS GOALS		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Percentage of students making learning gains in mathematics.		1.1. PACE Pinellas students are a highly mobile population. The average length of stay for 2010-2011 fiscal year was 113 days (a little over one semester long). This short length of stay does not enable all students to benefit from the PACE program and skews averages of increased reading abilities. For students who do stay longer than 90 days, our academic improvement outcomes range in the 90-99% range.	1.1. PACE Pinellas will increase length of stay for students by accepting more appropriate and motivated students into the program. PACE Pinellas will develop a waiting list to select students from in order to meet census requirements. PACE will be hiring another Intake Counselor this year to accomplish this task.	1.1. PACE Pinellas Executive Director, PACE Pinellas Program Director and PACE Pinellas Academic Manager	1.1. Review of quarterly and year end reports for length of stay statistics.	1.1. Reports from PACE internal documentation system, Efforts to Outcomes (ETO)
Mathematics Goal #1: PACE Pinellas will pre-test 100% within the first ten days of enrollment at Pace. Pace will post-test 75% of girls who remained over 45 days of enrollment. The 75% of girls Post-tested, will reflect an improvement in scores. *2012 Levels based on 2011-2012 expectations. Starting August 2012, performance levels will be based on the newly implemented Common Assessment.						
	<u>2012 Current Level of Performance:*</u> Out of the 9 students tested in math, 55.5% (5) of students performed at grade level, a 32% increase over 2011.	<u>2013 Expected Level of Performance:*</u> 75% of students post-tested will score at a minimum Level 3 score of 241.				
		1.2. PACE students have gaps in their educational histories	1.2. PACE offers a 230-day school year which offers students additional instructional hours through which learning gains can increase. In addition, PACE provides counselors who aid students by creating attendance goals to help improve daily attendance. Each student has an Individual Academic plan that addresses learning needs in Math. The goals are monitored for progress on a bi-weekly basis.	1.2. The Academic Manager will monitor the math curriculum and its implementation. The District Math Coach provides guidance and meets regularly with the PACE math instructor to keep current with any programs or math strategies.	1.2. Students are given a diagnostic pretest in math within 10 days after entering the program and when they exit. Information is available through a computer program used by PACE (ETO). Classroom teachers monitor goal progress biweekly during academic advising.	1.2. Teachers monitor daily work. Walk throughs and fidelity checks will be performed.
		1.3. Students do not have the basic skills for success in Algebra or higher level math classes.	1.3. Incorporate many strategies including remediation as needed. Technology to be used in the classroom to enhance environment and keep students engaged through use of Smart Board technology and practice standardized tests on the computer to prepare for FCAT or EOC exams.	1.3. Math Coach, Classroom Teacher	1.3. Classroom teachers monitor math goal progress biweekly during academic advising.	1.3. Teachers monitor daily work.

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

Algebra End-of-Course (EOC) Goals

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

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Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra.	1.1.	1.1.	1.1.	1.1.	1.1.
<u>Algebra Goal #1:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>			

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	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.	1.3.
	Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1.	2.1.	2.1.	2.1.	2.1.	

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<p>Algebra Goal #2:</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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		Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014
	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: <i>Enter narrative for the goal in this box.</i>					

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)).

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Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.
<u>Geometry Goal #1:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>			

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	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.	

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<p>Geometry Goal #2:</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>				
				2.2.	2.2.	2.2.
				2.3	2.3	2.3

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	Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
	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: <i>Enter narrative for the goal in this box.</i>						

Mathematics Professional Development

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

End of Geometry EOC Goals

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Mathematics Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training for Math Instructor and other instructors	Information / Materials supplied by district as they become available; trainings made available to PACE staff for teacher recertification component points related to math curriculum/strategies	Partnership with local school board / dropout prevention programs	None required
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Hiring of additional intake/transition counselor	Intake/Transition counselor to assist with building up waiting list and selecting appropriate students for entry into the PACE program based on need, motivation	Grant Funded	Unknown - Depending on Funding made available by grants
			Grand Total:

End of Mathematics Goals

**2012-2013 School Improvement Plan Juvenile Justice Education Programs
Biology End-of-Course (EOC) Goals**

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

Biology EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology.	1.1.	1.1.	1.1.	1.1.	1.1.		
Biology Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
	Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.	2.1.	2.1.	2.1.	2.1.	2.1.	2.1.	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Biology Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.		2.2.	2.2.	2.2.	2.2.
		2.3		2.3	2.3	2.3	2.3

Science Professional Development

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

Science Budget (Insert rows as needed)

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

Evidence-based Program(s)/Material(s)		
Strategy	Description of Resources	Funding Source
Subtotal:		
Technology		
Strategy	Description of Resources	Funding Source
Subtotal:		

Professional Development

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Strategy	Description of Resources	Funding Source
Subtotal:		
Other		
Strategy	Description of Resources	Funding Source
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					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
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:						
1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.	
Civics Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.

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
	2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
		2.2.	2.2.	2.2.	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					
<i>Please note that each Strategy does not require a professional development or PLC activity.</i>					
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

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)	Description of Resources	Funding Source
Strategy		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Subtotal:		
Technology		
Strategy	Description of Resources	Funding Source
Subtotal:		
Professional Development		
Strategy	Description of Resources	Funding Source
Subtotal:		
Other		
Strategy	Description of Resources	Funding Source
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				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:					
I. Students scoring at Achievement Level 3 in U.S. History.	I.1.	I.1.	I.1.	I.1.	I.1.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>						
			1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	
	Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.	2.1.	
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>						
			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.					
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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
Subtotal:		
Technology		
Strategy	Description of Resources	Funding Source
Subtotal:		
Professional Development		
Strategy	Description of Resources	Funding Source
Subtotal:		
Other		
Strategy	Description of Resources	Funding Source
Subtotal:		
Total:		

End of U.S. History Goals

Career Education Goals

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Guiding Questions to Inform the Problem-Solving Process

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

CAREER EDUCATION GOAL(S)		Problem-Solving Process to Increase Student Achievement					
Based on the analysis of school data, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Career Education Goal							
In the 2012-2013 school year, 100% of PACE students present for fall and/or spring semester will explore careers as part of the general curriculum.	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*	1.1. Length of stay at PACE and poor student attendance can be an impediment to completing career course work or earning FL Ready to Work Certification	1.1. Career education and planning takes place as part of Spirited Girls class and Academic Advising. Students who transition prematurely from PACE can return to complete assessment to earn FL Ready to Work Certification already in progress.	1.1. Teacher/Advisors Spirited Girl Instructor/ Intake/Transition Counselor	1.1. When students meet with their academic advisor, notes from the meetings are documented in PACE's computerized documentation system. Acad Mngr will monitor FL Ready to Work Certifications earned	1.1. File reviews of student contact at the center including classroom participation, which is found in ETO
	100% (125) of students enrolled at PACE were enrolled in a course that included career exploration.	100% of students enrolled at PACE were enrolled in a course that included career exploration	1.2. Middle school students are less motivated than high school student when thinking about career options years away from the present.	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. 8 th Grade students are enrolled in US Hist & Career class which includes career education in addition to creating an ePEP account.	1.2. Teacher/Advisors Academic Manager/ Social Sciences Instructor	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
			1.3. Students at PACE sometimes leave without notice and maintaining continuity of career exploration is difficult.	1.3. FACTs files are maintained by the school system and previous PACE students can access the material in another district school. A copy of any FL Ready to Work Certifications is included in the transition paperwork sent to the student's next school and with the student.	1.3. Student Intake/Transition Counselor	1.3. When a student transfers to another school she takes her password access to FACTs with her. A final Individual Academic plan which has the vocational goals, is given to the student. Copies of all paperwork sent to the student and the next placement are kept for seven years after the student transitions from PACE.	1.3. File reviews of student contact at the center including classroom participation, which is found in Efforts To Outcome (ETO), the PACE data management 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.

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
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

Programming / Academic Advising	6-12, all subjects	Acad Mngr, local School Board trainings	PACE Instructors	Monthly meetings addressing goals, monitoring review of AIPs	Classroom observations, regular feedback from instructors; monitoring documentation through ETO electronic documenting system	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	Description of Resources	Funding Source	Available Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Smart Board for Career Coursework	Smart Board – purchase and installation	Grant funded	Unknown – depending if grant is awarded and amount awarded
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training for instructors	Information / Materials supplied by district as they become available; trainings made available to PACE staff for teacher recertification component points related to career education / strategies for student engagement / behavior management	Partnership with local school board / dropout prevention programs	None required
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Hiring of additional intake/transition counselor	Intake/Transition counselor to assist with building up waiting list and selecting appropriate students for entry into the PACE program based on need, motivation	Grant Funded	Unknown - Depending on Funding made available by grants

2012-2013 School Improvement Plan Juvenile Justice Education Programs

			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)).

2012-2013 School Improvement Plan Juvenile Justice Education Programs

TRANSITION GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Transition Goal			1.1.	1.1.	1.1.	1.1	1.1
In the 2011-2012 school year 85% of transitioning girls will do so successfully into an appropriate educational setting or into a vocation.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>	Due to the transitory nature of our students, students may abruptly leave PACE without engaging in the transition process, choosing to drop out of school.	PACE will engage in a transition planning process which begin when the student enrolls at PACE. The student will be made aware of educational placement options and plans. Consultation with the local school board will ensure smooth transition of records to the next educational placement and various options available to the student. The intake/transition counselor will engage in follow-up consultations to offer support and any needed guidance in the post-transition time.	Program Director, Academic Manager & Intake/Transition Counselor	During the 1 st year of transition, girls will be contacted on the following schedule: 1 st 3 months-once a month After three months every 6 weeks After 1 year-every 6 months until dismissed from the program at the 3 rd year	Review of transition documentation in student files and year end outcome Measure report from ETO Notes on efforts qualifier in ETO.
	94% (81) of the girls leaving PACE are successful transitions into appropriate educational settings or into a vocation.	85% of the girls leaving PACE will be successful transitions into an appropriate educational setting or into a vocation.	1.2.	1.2.	1.2.	1.2.	1.2
			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.	Counselor will develop a service plan for each transitioning girl, regardless of whether or not the girl is	Counselors Program Director	Counselors will document contacts with the girls in their service plan.	Year end outcome Measure report from ETO Notes on efforts qualifier in ETO
			1.3.	1.3.	1.3.	1.3.	1.3.
		PACE students are not often supported by their families or other adults in their lives.	Counselors and teachers will support the girls through the transition process, ensuring that each girl feels that someone cares where she goes next.	Counselors and teachers	Counselors and teachers meet with the girls and determine their challenges and document these contacts in their service plan.	Year end outcome Measure report from ETO Notes on efforts qualifier in ETO	

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
Job training for new intake/transition counselor	6-12; all subjects	Prog Dir and/or Acad Mngr	Newly hired intake/transition counselor	As needed	Monitoring of documentation of transition services	PACE Prog Dir, PACE Acad Mngr

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Transition Goal(s) 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
			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
Hiring of additional intake/transition counselor	Intake/Transition counselor to assist with building up waiting list and selecting appropriate students for entry into the PACE program based on need, motivation	Grant Funded	Unknown - Depending on Funding made available by grants
			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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

- What was the attendance rate for 2010-2011?
- How many students had excessive absences (10 or more) during the 2010-2011 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 2011-2012?
- How many students had excessive tardies (10 or more) during the 2010-2011 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 2011-2012?

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

ATTENDANCE GOAL(S)		Problem-solving Process to Increase Attendance					
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Attendance Goal # 1							
PACE will increase student attendance rates to 80% for 2012-2013; PACE will also decrease the number of students with excessive absences and tardies to 30% or below.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>	1.1. PACE Center for Girls serves students with a history of truancy. Students are often in need of physical and mental health care, which contributes to their absence rates.	1.1. PACE staff will complete an initial and ongoing needs assessment once the student enters, pinpointing any medical or mental health needs and providing referrals for appropriate services. Counseling staff assigned to each student will monitor attendance and assist families with support and/or additional resources as necessary.	1.1. Program Director, Academic Manager, Counselors	1.1. Monthly attendance and tardies are tracked and reported to the PACE state office each month. Quarterly monitoring reports are completed each calendar quarter (Jan, Mar, June, Sept).	1.1. Monthly census reports found in tracking software (ETO).
	79% (94) for 2011-2012 of 120 girls	80%					
	<u>2011 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2012 Expected Number of Students with Excessive Absences (10 or more)</u>					
	59% (71) for 2011-2012	30%					
	<u>2011 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2012-Expected Number of Students with Excessive Tardies (10 or more)</u>					
56% (80) for 2010-2011	30%						
		1.2. Students do not have reliable transportation and no school busing is available for PACE students.	1.2. PACE will provide weekly bus cards free of charge to students who do not have other means of transportation. PACE staff will provide opportunities for students to obtain a PSTA bus ID needed to ride the bus with the passes provided. PACE staff will provide bus route maps and scheduled to parents and students as needed.	1.2. Administrative Aide will track and distribute weekly bus cards. PACE Counselors will evaluate if students are in need of weekly bus card and will provide guidance on how to access services and routes.	1.2. Monthly attendance and tardies are tracked and reported to the PACE state office each month. Quarterly monitoring reports are completed each calendar quarter (Jan, Mar, June, Sept).	1.2. Monthly census reports found in tracking software (ETO).	
		1.3. Students do not value their education and do not see the value of being on-time or coming to school.	1.3. PACE uses incentives to encourage girls to come to school. PACE staff will also abide by district attendance interventions, including letters home, meetings, and referrals to truancy court.	1.3. Program Director Academic Manager PACE Counselors Teachers	1.3. Monthly attendance and tardies are tracked and reported to the PACE state office each month. Quarterly monitoring reports are completed each calendar quarter (Jan, Mar, June, Sept).	1.3. Monthly census reports found in tracking software (ETO).	

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	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

				meetings)		
Job training for new intake/transition counselor and additional training for current counseling staff	6-12; all subjects	Prog Dir and/or Acad Mngr	PACE Counseling staff	As needed	Monitoring of documentation of attendance, monthly, quarterly and annual reports	PACE Prog Dir, PACE Acad Mngr

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
			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
Hiring of additional intake/transition counselor	Intake/Transition counselor to assist with building up waiting list and selecting appropriate students for entry into the PACE program based on need, motivation	Grant Funded	Unknown - Depending on Funding made available by grants
			Grand Total:

End of Attendance Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs
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	Description of Resources	Funding Source	Available Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Smart Board for Career Coursework	Smart Board – purchase and installation	Grant funded	Unknown – depending if grant is awarded and amount awarded
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Hiring of additional intake/transition counselor	Intake/Transition counselor to assist with building up waiting list and selecting appropriate students for entry into the PACE program based on need, motivation	Grant Funded	Unknown - Depending on Funding made available by grants
			Grand Total:

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.

X Yes

No

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

Describe projected use of SAC funds.	Amount
Technology Upgrades	As funding becomes available
Supplemental materials for core subjects	As funding becomes available
Professional Development Trainings / Workshops	As funding becomes available

Describe the activities of the School Advisory Council for the upcoming year.
Provide teachers with opportunity for mini-grants Provide teachers will opportunities for professional development Reading and Writing supplemental materials and other materials for core subjects Technology Upgrades