

Florida Department of Education



School Improvement Plan (SIP)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

for Juvenile Justice Education Programs

2012–2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: The Pace Program	District Name: Collier
Principal: Dr. Cynthia M. Janssen	Superintendent: Dr. Kamela Patton
SAC Chair: Eric Peltz	Date of School Board Approval: November 20, 2012

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

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Principal	Dr. Cynthia M. Janssen	PhD Educational Leadership	5	32	According to statute, the Superintendent has the authority to strategically place administrators within the school district.
Lead Educator	none				

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.
Literacy	Jeanine Brakefield	MA Technology BS Secondary English Reading Endorsement	6	1	History of academic excellence and past work experience with students in alternative programs.

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Effective and Highly Effective Teachers

List your school’s highly effective teachers and briefly describe their certification(s), number of years at the current school, number of years as a teacher, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. *Highly effective teachers refers to teachers who provide instruction in core academic subjects, hold an acceptable bachelor’s degree or higher, have a valid temporary or professional certificate, and whose students demonstrate learning gains via the common assessment, end of course exams, or any supplemental assessment the school uses.*

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Teacher	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Soc. Studies	Jane Miller	BS – Social Studies	1	5	
Reading	Mary Villiers	BS Elem. Education	1	3	
English	Susan Storter	MA – Law BS – Social Studies and Language Arts	1	3	

Effective and Highly Effective Teachers

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

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Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
<p>1. 1. Vacancy Posting on PACE website by Executive Director and advertised on Teacher-Teacher, Monstor.com, and other recruitment sites</p> <p>2. 2 week PACE orientation training at time of hire</p> <p>3. Annual training plan with position specific training at time of hire</p> <p>4. Assigning Mentor Teacher</p> <p>5. Monthly Formal Supervision for 1st year teachers, Quarterly for 2+ year teachers</p> <p>6. Review salary schedule to align with district salaries</p> <p>7. Annual Performance Evaluations</p> <p>8. Bi-Monthly Academic Team Meetings</p> <p>9. Planning time for teachers</p> <p>10. Paid vacation and sick time</p> <p>11. Provide observations for certification</p>	<p>Executive Director Academic Manager PACE Policy</p>	<p>1. As needed</p> <p>2. As needed</p> <p>3. At new hire date</p> <p>4. At new hire date</p> <p>5. At new hire date</p> <p>6. At new hire date</p> <p>7. May 1, 2013</p> <p>8. July 31, 2013</p> <p>9. Ongoing</p> <p>10. Ongoing</p> <p>11. Ongoing</p> <p>12. Ongoing</p>	
2.			
3.			
4.			

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
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Mark Charneski	Currently attending college, review of lesson plans, support from Literacy Coach and ESE specialist
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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
4	25%	100%	0	0	25%	75%	0	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
Jeanine Brakefield	Mary Villiers	*Veteran Teacher in program *Will be receiving district training in area of mentoring *Technology savvy with required program software	<ul style="list-style-type: none"> • Weekly meetings • Observations as needed • Webinars as needed
Karen Slonski	Mark Charneski	*Veteran Teacher in program *Will be receiving district training in area of mentoring	<ul style="list-style-type: none"> • Weekly meetings • Observations as needed • Webinars as needed

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****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 will be practicing the districts directives by using THIEVES, Cornell notes, and Blooms Taxonomy in order to increase student achievement. Reading teachers have attended a variety of in-services beyond their certification/endorsement requirements, thus giving them additional knowledge in the use of research-based strategies for student success. The social studies teacher acquired lessons and classroom ideas to enhance vocabulary and comprehension using content materials. Math teacher is now focusing on "Reading in the Content Area" mini lessons to be used in the classroom. An emphasis, this year, will be differentiation in the classrooms, and can be obtained by using accommodations in process, content, or product. Modeling and observation by the reading coach will continue throughout the year.

****High Schools Only***

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

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

Students will have the opportunity if desired to earn the Florida Ready to Work Credential which is designed to demonstrate to future employers the reading and mathematics skills of the students. The purpose of this credential is to integrate real world skills and abilities to the instructional objectives for both career and academic courses.

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

Teachers and Counselors encourage all students to complete or update the FACTS.org planning document each school year. Career guidance academic counseling provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future. This counseling also provides information with respect to career options, financial aid, and postsecondary options including college, technical, and post secondary educational opportunities. All seniors are encouraged to earn a Florida Ready to Work certificate at the highest level possible. Students are also encouraged to take the appropriate pre-assessments in applied reading, applied math, and locating information tests which are a component of the Florida Ready to Work program.

Postsecondary Transition

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

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

Planning for postsecondary participation is a critical activity that must begin as a student enters the ninth grade. Alternative schools support students and parents by placing an emphasis on the following:

- Improving and maintaining reading and mathematics achievement scores;
- Counseling to take college placement exams such as CPT, SAT, and/or ACT;
- Counseling to enroll seniors in college level remedial English and mathematics courses;
- Full use of FACTS.org as planning tool for college and technical school enrollment;

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- Increasing utilization of technical school dual enrollment as stepping stone to other postsecondary programs; and
- Encouraging students to earn Florida Ready to Work certificates and utilize career and college planning on-line assistance.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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

READING GOALS	Problem-Solving Process to						
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	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		

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<p>1. Percentage of students making learning gains in reading.</p> <p><u>Reading Goal #1:</u></p>	<p>1. Some PACE students enter the program below grade level in reading.</p> <p>Some PACE students lack the continuity needed to successfully make progress each school year.</p> <p>Some PACE students lack level vocabulary skills.</p> <p>Some PACE students lack comprehension skills.</p>	<p>1.1. Implement FAIR assessments to monitor student progress.</p> <p>PACE offers a 230-day school year, which offers students additional instructional hours through which learning gains can occur.</p> <p>PACE offers intensive reading courses to help lower level students achieve success.</p> <p>All PACE students receive an Individual Academic Plan (IAP) that addresses their individualized reading learning need.</p>	<p>1.1. Principal Reading Coach Academic Manager Classroom teachers</p> <p>1.2. Reading Coach Academic Manager Classroom teachers</p> <p>1.3. Reading Coach Academic Manager Classroom teachers</p>	<p>1.1. Principal Reading Coach Academic Manager Classroom teachers</p> <p>1.2. Reading Coach Academic Manager Classroom teachers</p> <p>1.3. Reading Coach Academic Manager Classroom teachers</p>	<p>1.1. FAIR assessments</p> <p>Progress is monitored daily by classroom teachers. Students are also given bi-weekly fluency checks.</p> <p>Walk throughs will be performed by the Academic Manager</p> <p>1.2. Supervision notes</p> <p>1.3. Supervision notes</p>		
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		<p>PACE employs a low student to teacher ratio (12:1)</p> <p>Teachers use a wide variety of strategies to increase vocabulary skill including graphic organizers, context clues, repeated teaching, word maps, and word walls.</p> <p>Students will also utilize FCAT Explorer to help strengthen math skills in particular grade levels.</p>					
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<p>In the 2012-2013 academic school year, 100% of PACE Center for Girls students present for both survey 2 and survey 3 FTE periods will make learning gains in reading as evident by their FCAT scores.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>42% (19) students made learning gains as evident by FCAT score increases.</p>	<p>In the 2012-2013 school year, 100% of students will make some type of learning gain as evident by FCAT score increases.</p>					
		<p>1.2.</p>	<p>1.2. Infuse reading benchmarks in lesson plans and instructional delivery of all content areas</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3. Engage and monitor all students in daily independent reading</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

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

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

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Reading Budget (Insert rows as needed)

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

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Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Reading Goals

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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.

<p>Guiding Questions to Inform the Problem-Solving Process</p>
<ul style="list-style-type: none"> ■ 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						
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	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		

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<p>I. Percentage of students making learning gains in mathematics.</p> <p>—</p> <p><u>Mathematics Goal #1:</u></p>	<p>I.1.</p> <p>Some PACE students enter the program below grade level in math.</p>	<p>I.1.</p> <p>PACE offers a 230-day school year, which offers students additional instructional hours through which learning gains can occur.</p>	<p>I.1.</p> <p>Academic Manager Math Teacher</p>	<p>I.1</p> <p>Classroom observations Academic Manager will review teachers ETO (computer program) work product to review Teacher/Advisor bi-weekly review of IAP's.</p>	<p>I.1.</p> <p>Classroom walkthroughs ETO report data</p>		
	<p>Some PACE students lack the continuity needed to successfully make progress each school year.</p>	<p>PACE offers a small student-teacher ratio which allows the math teacher to identify areas of need and address them accordingly.</p> <p>District requirement of FCIM to target students specific needs for intervention.</p> <p>Each PACE student receives an Individualized Academic Plan (IAP) that identifies math goals</p>					

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		and is monitored bi-weekly. Students will also utilize FCAT Explorer to help strengthen math skills in particular grade levels.					
In the 2012-2013 academic school year, 100% of PACE Center for Girls students present for both survey 2 and survey 3 FTE periods will make learning gains in math as evident by their FCAT scores. <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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	41% (18) students made learning gains as evident by FCAT score increases. <i>Enter numerical data for current level of performance in this box.</i>	In the 2012-2013 school year, 100% of students will make some type of learning gain as evident by FCAT score increases. <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 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						

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<u>Mathematics Goal #2:</u>							
<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)).

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>1. Students scoring at Achievement Level 3 in Algebra.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p><u>Algebra Goal #1:</u></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>					

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		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 Algebra.	2.1.	2.1.	2.1.	2.1.	2.1.		

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<p><u>Algebra Goal #2:</u></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	
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<p>3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>						

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<p><u>Algebra Goal #3:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>							
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End of Algebra EOC Goals

Geometry End-of-Course Goals

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

<p>Geometry EOC Goals</p>	<p>Problem-Solving Process to Increase Student Achievement</p>						
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>1. Students scoring at Achievement Level 3 in Geometry.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p>Geometry Goal #1:</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>					

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		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 Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		

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Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						

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<p><u>Geometry Goal #3:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>							
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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
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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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			

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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		

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<p>1. Students scoring at Achievement Level 3 in Biology.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p>Biology Goal #1:</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>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	

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		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.		

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<u>Biology Goal #2:</u>	<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	

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.

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
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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	
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 Science Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

<p>1. Students scoring at Achievement Level 3 in Civics.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p>Civics_Goal #1:</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>					

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

<u>Civics Goal #2:</u>	<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

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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
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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

<p>I. Students scoring at Achievement Level 3 in U.S. History.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p>U.S. History_Goal #1:</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>					

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

<u>Civics Goal #2:</u>	<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	

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.

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

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
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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			
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:						

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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.

<p>Guiding Questions to Inform the Problem-Solving Process</p> <ul style="list-style-type: none"> ● 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)? <ul style="list-style-type: none"> ■ For type 3 programs what industry certifications are offered? ■ How many students earned industry certifications? ■ Is the program a Career and Professional Education (CAPE) Academy?

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. Career Education Goal</p>	<p>1.1. Poor student attendance can be an impediment to completing the coursework. career</p> <p>1.2. Middle school students may find it challenging to think about a career that is so far into the future.</p> <p>1.3. PACE students sometimes leave without notice and maintaining the continuity of the career coursework could prove difficult.</p>	<p>1.1. Career Education and planning not only will take place through the social studies curriculum but also through the academic advising that takes place bi-weekly.</p> <p>1.2. Academic Advising groups will research career types and paths. Individual academic advising which occurs bi-weekly, will address the career interests of the student in individual and relevant manner</p> <p>1.3. All e-Pep files are maintained on computer software which makes accessibility a little easier.</p>	<p>1.1 Teachers/Advisors Academic Manager Counselors</p> <p>1.2. Teachers/Advisors Academic Manager Counselors</p> <p>1.3. Academic Manager Teachers/Advisors</p>	<p>1.1. Classroom observations</p> <p>Academic Manager will review teachers ETO (computer program) work product to review Teacher/Advisor bi-weekly review of IAP's</p>	<p>1.1 Classroom walkthroughs</p> <p>ETO report data</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

In the 2012-2013 academic school year, 100% of PACE students will take the career education class as part of the 8th grade social studies curriculum as required by the Collier County School District. <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Career Education Professional Development

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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.

<p>Guiding Questions to Inform the Problem-Solving Process</p>
<ul style="list-style-type: none"> • 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						
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

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		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. Transition Goal</p>	<p>1.1. Due to the transitory nature of our students, they may abruptly leave PACE without engaging in the transitions process.</p> <p>1.2. Some girls immediately transition based upon court-ordered placement in foster care or detention centers; or may be involuntary or unplanned transition due to serious breach of conduct at PACE.</p> <p>1.3. PACE students are not often supported by their families or other adults in their lives</p>	<p>1.1. PACE will engage in a lengthy transition planning process, which take students through educational placement options and plans. Transitions counselor engages in follow-up consultations for 3 years post transitions to offer support and any needed guidance during the post transition time.</p> <p>1.2. Transition counselor will develop a service plan regardless of whether or not a girl is transitioning in a planned manner.</p> <p>1.3. Counselors and teachers will support the girls</p>	<p>1.1. Transition Counselor</p> <p>1.2. Transition Counselor</p> <p>1.3. Transition Counselor</p>	<p>1.1. Students sign-in on a daily basis upon entering the building. These records are reviewed after the tardy period, phone calls to parents are made before 10am and the results is documented in ETO, which is the PACE computerized software program. The Social Service Manager reviews the documentation to ensure that the contact is happening in a timely manner.</p>	<p>1.1. Attendance Percent Report Monthly Census Report from ETO</p> <p>1.2. Attendance Percent Report Monthly Census Report from ETO</p> <p>1.3. Attendance Percent Report Monthly Census Report from ETO</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

		through the transition process, ensuring that each girl feels that someone cares where she goes next.					
In the 2012-2013 academic school year, 100% of transitioning girls will do so successfully into an appropriate educational setting or into a vocation. <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	90% of girls leaving PACE are successful transitions into appropriate educational settings or into a vocation. <i>Enter numerical data for current goal in this box.</i>	95% of girls leaving PACE will be successful transitions into an appropriate educational setting or vocation. <i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Transition Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
Subtotal:	
Technology	
Strategy	Descr
Subtotal:	
Professional Development	
Strategy	Descr
Subtotal:	
Other	
Strategy	Descr
Grand Total:	

End of Transition Goal(s)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

Guiding Questions to Inform the Problem-Solving Process							
<ul style="list-style-type: none"> ■ 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						
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		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. Attendance Goal # 1</p>	<p>1.1. PACE Center for Girls serves students who have multiple risk factors that inhibit their successes 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. 1.2. PACE students may not immediately see the value of consistent on-time attendance. 1.3. PACE students may not recognize the intrinsic worth of attending school but are attending school as part of an obligation due to probation.</p>	<p>1.1. PACE policy requires school employees to call every student's parents when the student is absent from school. 1.2. PACE uses incentives such as access to field trips, special meals, and other motivators to encourage girls to attend school. 1.3. PACE counselors set attendance goals for students and help them stick to a plan to reach the goals by holding girls accountable for their presence in school.</p>	<p>1.1. Social Service Manager Counselors 1.2. Social Service Manager Counselors 1.3. Social Service Manager Counselors</p>	<p>1.1. Students sign-in on a daily basis upon entering the building. These records are reviewed after the tardy period, phone calls to parents are made before 10am and the results is documented in ETO, which is the PACE computerized software program. The Social Service Manager reviews the documentation to ensure that the contact is happening in a timely manner. 1.2. PACE keeps daily, monthly, and yearly census numbers to monitor trends in attendance; these percentages are reported to PACE home office and to DJJ. 1.3. PACE runs a weekly report to determine the girls who are absent; the data is discussed during Care Review meetings on a weekly basis.</p>	<p>1.1. Attendance Percent Report Monthly Census Report from ETO 1.2. Attendance Percent Report Monthly Census Report from ETO 1.3. Attendance Percent Report Monthly Census Report from ETO</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

<i>Enter narrative for the goal in this box.</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>					
	<u>2012 Current Number of Students with Excessive Absences</u> <u>(10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences</u> <u>(10 or more)</u>					
	<i>Enter numerical data for current number of absences in this box.</i>	<i>Enter numerical data for expected number of absences in this box.</i>					
	<u>2012 Current Number of Students with Excessive Tardies</u> <u>(10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies</u> <u>(10 or more)</u>					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Attendance Professional Development

Professional Development (PD) aligned with

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

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

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Subtotal:			
Other			
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:

2012-2013 School Improvement Plan Juvenile Justice Education Programs

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes

No

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

Describe projected use of SAC funds.	Amount

Describe the activities of the School Advisory Council for the upcoming year.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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