Florida Department of Education



School Improvement Plan (SIP)

1

for Juvenile Justice Education Programs <u>PACE Center for Girls, Pasco County</u> 2012–2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: PACE Center for Girls, Pasco County	District Name: Pasco
Principal: Shelia Bryan	Superintendent: Heather Fiorentino
SAC Chair: MTEC - Dr. Adam Dahmer	Date of School Board Approval: October 16, 2012
PACE Board of Directors – Tina Shelton	

Student Achievement Data:

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Principal	Shelia Bryan	B.A. Consumer Science M. Ed. Education Leadership	7	17	Education Center and schools have never made AYP
Assistant Principal	Thomas J. Brochu	 B.S. Physical Education M.A. Education Foundations Policy & Administration Ed. S. Education Administration 	4	17	Education Center and schools have never made AYP
Academic Manager	Chris Lemon	B.S. Psychology	4.5	4.5	

Instructional Coaches

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

Subject	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior common assessment
			Years at	an	data learning gains). The school may include AMO progress
Area		Certification(s)	Current School		along with the associated school year.
				Instructional Coach	
Reading	Tim Guy	M.ED. Ed. Leadership	3	3	

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	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress
				Instructional Teacher	along with the associated school year.
Science	Christy Toney	B.S. Elem. ED / BA Psych Biology 6-12, General	7.75	14	
		Science 5-9, Social Science 6-12			
English	Amy Curran	BSW English 6-12, Reading Endorsement	12	5.5	
Social Studies	Rebecca Russell	BA Women's Studies Social Science 6-12	8	8	
Language Arts, Reading	Dora Martin	B.S / Language Arts 6-9, Reading Endorsement	0	11	

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable	
			(If not, please explain why)	
1. N.A.				

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	Provide the strategies that are being implemented to
out-of-field and who are not highly effective.	support the staff in becoming highly effective
1(0ne)	Staff Development in Language Arts

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)).

То	%	%	%	%	%	%	%	%	%
tal	of	of	of	of	of	Hi	Re	Na	, 0
Nu	Fir	Te	Te	Te	Te	gh	ad	tio	БQ
m	st-	ach	ach	ach	ach	ly	ing	nal	ES
ber	Ye	ers	ers	ers	ers	Eff	En	Bo	OL
of	ar	with	with	with	wi	ect	dor	ard	End
In	Te	1-5	6-	15+	th	ive	sed	Ce	orse
str	ach	Yea	14	Yea	Ad	Те	Te	rtif	d
uc	ers	rs of	Yea	rs of	van	ac	ach	ied	т.,
tio	•15	Exp	rs of	Exp	ced	her	ers	Те	Tea
nal		erie	Exp	erie	De	S	015	ac	cher
Sta		nce	erie	nce	gre	5		her	s
ff		nee	nce	nee	es			s	
4	0%	25	75	0%	0	10	50	0%	100
	070	%	%	070	Ŭ	0%	%	0/0	%
		70	/0			070	(2)		/0

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N.A.			

*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.

Teachers engage with students in Reading Aloud in all subjects, creating Word Walls, and posting Daily Learning Goals.

Teachers collaborate on study units, use comprehension worksheets, and vocabulary quizzes and tests.

*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?

Pace Center for Girls is planning to improve comprehension through increased usage of decoding skills and also teaching and demonstration of understanding vocabulary. We are planning to connect the content to the student's progression. Also with the use of our weekly staff meeting for all staff to have input on classroom outcomes and areas of concern that has been displayed during instruction.

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

All students have a Transitions Portfolio to plan for their future. This portfolio contains test results, academic planning - such as print outs from Florida Choices program, learning activities related to completing applications for employment, budgeting, purchasing, as well as Life Skills activities. In addition, a District School Board of Pasco

Counselor is on campus one full day per week to meet with students regarding their academic planning. Young Ladies are enrolled in Spirited Girls class.

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.

The standards used in the schedules of classes will be obtained from the entrance assessments and career interests from the students as well. Standards will be based to career readiness and for relevance.

The Transition Services Coordinator maintains contact with the youth, parent, and guidance counselors of local schools to aid in the transition process when a girl returns to her zoned school or to adult education, whichever is appropriate. Additionally, the Transition Services Coordinator facilitates monthly groups at the schools.

Opportunities for credit recovery are available through NovaNet based curriculum and through summer school availability at PACE

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)).

	Problem- Solving Process to Increase Student Achieveme nt					
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 Imp	i ovement i	lan ouvenn	e ouslice Education	i i i ugi anis		
1. % of students making	1.1.	1.1.	1.1.	1.1.	1.1.	
learning gains-in reading	ł					
	PACE Students	PACE offers a	The Academic Manager	Classroom teachers meet with	Progress is monitored	
	often have lapses		creates and gets approval	each student on a weekly	through Weekly	
Reading Goal #1:	in their education	vear, which	through the PACE	basis to review current grades	Academic Progress	
	histories	in turn offers	Organization and Local	in all classes, and work with	reporting, Attendance	
			School board for the 230 day		Documentation, FAIR	
		additional	School Calendar annually and		Assessments, and	
		instructional			additional forms of	
		hours through	assures that class sizes do	improvement, and recognize	standardized testing	
		which learning	not exceed the limit of 14		inclusive of FCAT	
		gains can	students per instructional	attendance.		
		increase.	period.			
			r.	All testing information (formerly		
		PACE Pasco	Individual Therapists begin	BASI) as well as FCAT results		
		class sizes do		are shared with teachers upon		
		not exceed 14	for any girl absent within	enrollment in order for teachers		
		students per		to be aware of each students		
		class, enabling	beginning.	strengths and areas needing		
		more intensive		assistance.		
		individualized				
		assistance				
		PACE maintains				
		close contact				
		with the families,				
		making calls				
		to check on				
		attendance, for				
		students who are				
		absent without				
		prior parental				
		notification to the				
		Center.				
	2012 Current	2013 Expected				
	Level of	Level of				
In the 2012-2013 school year, at	Performance:*	Performance:*				
least 90% of PACE Center for						
Girls students present for both						
Survey 2 and 3 FTE periods will						
make learning gains in reading as						
demonstrated by FCAT Scores						
demonstrated by FCAT SCOLES						
	11 of 32 passed	23 out of 26 will				
	the 2011-2012	pass the 2012-2013				
		Reading FCAT				
	I	· · · · · · · · · · · · · · · · · · ·				

2012-2015 School Improvement	i lun ouvenn	coustice Education	i i i ogi anns			
	1.2.	1.2.	1.2.	1.2.	1.2.	
				Academic manager will review lesson plans, weekly assignment lists, and make monthly classroom observations to ensure that vocabulary lessons are being conducted as a part of course curriculum.	Lesson Plans, Supervisory sessions	
	1.3.	1.3.	1.3.	1.3.	1.3.	
	Students lack the endurance in reading and comprehending loner, more complex sections of text	The English/Reading teacher will utilize the results of testing (FAIR, FCAT, and STAR) to determine the students reading level, and utilize reading selections that infuse length and complexity to improve academic endurance		Academic Manager will discuss through supervision and observe through lesson plans and classroom observation to ensure that student are being exposed to longer reading selections	Lesson Plans, Performance Progress tracking, Supervisory sessions	

Based on Ambitious but	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Achievable Annual Measurable							
Objectives (AMOs), Reading and							
Math Performance Target							
2. Ambitious but	Baseline data 2010-2011						
Achievable Annual							
Measurable Objectives							
(AMOs). In six year							
school will reduce their	Reading Goal #2:						
achievement gap by 50%.							
	NA: This is a voluntary, non-						
	residential drop out prevention						
	placement with a very transient						
	enrollment population						

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	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
Fair Testing Data Analysis	6-12	PLC Leader		meetings)	Reviewing of accumulated data and discussion regarding current issues	Thomas Brochu, Tim Guy
& Common Core Curriculum Standards					and strategies	

Reading Budget (Insert rows as needed)

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A Title I Funds used as primary source			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Curriculum Standards	District Office – Staff Development		
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Reading Goals

-

	Problem-						
MATHEMATICS	Solving						
	Process to						
May 2012						12	

2012-2013 School Imp	i i		Justice Education	1 Togi anns	i	
GOALS	Increase					
	Student					
	Achieveme					
	nt					
Based on the analysis of student	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
achievement data, and reference	Barrier		Responsible for Monitoring	Effectiveness of		
to "Guiding Questions", identify						
and define areas in need of				Strategy		
improvement for the following				65		
group: 1. Percentage of students	1.1.	1.1.	1.1.	1.1.	1.1.	
making learning gains in			****			
making learning gains in mathematics.	PACE Students	PACE offers a	The Academic Manager	Classroom teachers meet with	PACE Students often	
mainematics.	often have lapses				have lapses in their	
	in their education				education histories	
Mathematics Goal #1:	histories	in turn offers	Organization and Local	in all classes, and work with		
			School board for the 230 day			
			School Calendar annually and			
		instructional hours through	assures that class sizes do not	develop a plan of performance		
			exceed the limit of 14 students			
		gains can		attendance.		
		increase.	-			
				All testing information (formerly		
				BASI) as well as FCAT results		
				are shared with teachers upon enrollment in order for teachers		
		students per		to be aware of each students		
		class, enabling		strengths and areas needing		
		more intensive		assistance.		
		individualized				
		assistance				
		PACE maintains				
		close contact				
		with the families,				
		making calls				
		to check on				
		attendance, for students who are				
		absent without				
		prior parental				
		notification to the				
		Center.				
					1	

	In the 2012-2013 school year, at least 90% of PACE Center for Girls students present for both Survey 2 and 3 FTE periods will make learning gains in reading as demonstrated by FCAT Scores	Level of Performance:*	2013 Expected Level of Performance:* 9 out of 10					
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ZOIZ-ZOIS School Improvement I	iun ou venne	oustice Buddenion	1 1 0 51 ams			
1.2	1.2.	1.2.	1.2.	1.2.	1.2.	
Students after	Eash DACE	A d	St. J	St. 1		
Students often					Each PACE girl receives an	
	girl receives an	T I			individualized academic plan	
			need / proficiency in math. This		that identifies specific areas	
grade level	academic plan		info, along with previous testing		needing improvement in math	
mathematical	that identifies		results & prior academic grades,	shown by previous FCAT	and establishes goals developed	
skills as shown	specific areas		is shared with the teachers		to aid in improving mathematical	
by previous	needing			standardized testing	performance based on her specific	
FCAT results,	improvement		Academic Plan as well as		areas of need	
grades, and other			help in determining specific			
standardized	establishes goals		supplemental instructional needs			
testing	developed to aid					
	in improving					
	mathematical					
	performance					
	based on her					
	specific areas of					
	need					
1.3.						
1.5.						
Students are not						
always properly						
grouped for						
differentiated						
instruction as a						
result of teacher/						
student ratios,						
and limited						
instructors						

1.3.	1.3.	1.3.	1.3.	1.3.	
Efforts will be made in class scheduling to group together students for which there will be an EOC exam into "pure" classes and not multi-level classrooms	C	I, Algebra IB, and Geometry courses are as "pure" as possible.	properly grouped for differentiated instruction as a result of teacher/	Efforts will be made in class scheduling to group together students for which there will be an EOC exam into "pure" classes and not multi-level classrooms	

Mathematics Goals

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

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

Based on Ambitious but Achievable Annual Measurable	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
May 2012 Rule 6A-1.099811 Revised May 25, 2012						16	

Objectives (AMOs), Reading and Math Performance Target				
2. Ambitious but	Baseline data 2010-2011			
Achievable Annual				
Measurable Objectives				
(AMOs). In six year				
school will reduce their	NA: This is a voluntary, non-			
achievement gan by 50%.	residential drop out prevention			
and a set of the set o	placement with a very transient			
	enrollment population			

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 Achieveme nt					
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 Imp	÷				<u>.</u>	· · · · · · · · · · · · · · · · · · ·	
1. Students scoring at	1.1.	1.1.	1.1.	1.1.	1.1.		
Achievement Level 3 in							
Algebra.	knowledge and lack of critical	Remediation and basic skill development.	Math Teacher	Practice, student accountability			
	thinking skill Poor school attendance prior to enrolling in			Core K12 Pre Test	Core K12 post test		
	PGA						
Algebra Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
50% (1/2) will achieve level 3 or above							
	14-22 passed	2 of 4 will pass					
		results, grades, and other standardized testing	1.2. Each PACE girl receives an individualized academic plan that identifies specific areas needing improvement in math and establishes goals developed to aid in improving mathematical performance based on her specific areas of need	Teachers	enrollment to determine their areas of need and	1.2. Students often begin the school year with below grade level mathematical skills as shown by previous FCAT results, grades, and other standardized testing	
May 2012					10005		10

2012-2013 School Imp		Tan Juvenne J	usine Education				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool		
improvement for the following group:				Strategy			
2. Students scoring at or	2.1.	2.1.	2.1.	2.1.	2.1.		
above Achievement Levels							
4 and 5 in Algebra.							
Algebra Goal #2:	2012 Current Level of	2013 Expected Level of Performance:*					
NA. No students scored at or above level 4	Performance:*						
	Same as above	Same as above					
		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		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3. Ambitious but	Baseline						
Achievable Annual	data 2010-						
	2011						
(AMOs). In 6 year	-						
school will reduce their							
achievement gap by 50%.							
Algebra Goal #3:							
Same as above							
				=	-	-	

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)).

				Í	1	
Geometry EOC Goals	Solving					
	Process to					
	Increase					
	Student					
	Achieveme					
	nt					
Based on the analysis of student	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
achievement data, and reference to "Guiding Questions", identify	Barrier		Responsible for Monitoring	Effectiveness of		
and define areas in need of			womoning	Streets are		
improvement for the following				Strategy		
group:	1 1	1.1.	1 1	1.1.	1.1.	
1. Students scoring at Achievement Level 3 in	1.1.	1.1.	1.1.	1.1.	1.1.	
Geometry.	Lack of	Remediation	Math Teacher	Practice, student accountability	Algebra 1 FOC and	
Geometry.	Prerequisite	and basic skill		r luctice, student decountaismity		
	knowledge and	development.				
	lack of critical thinking skill			Core K12 Pre Test	Core K12 post test	
	uninking skin			cole R12 The Test	Core K12 post test	
	Poor school					
	attendance prior					
	to enrolling in					
C	PGA 2012 Current	2013 Expected Level				
Geometry Goal #1:	Level of	of Performance:*				
	Performance:*					
50% (5/10) will achieve level 3 or above						
	6 of 8 passed	5 out of 10 will pass the Geometry EOC				

2012-2013 School Imp	I ovement I	Iall Juveline J	ustice Education	1 Tugi anns			
		1.2.	1.2.	1.2.	1.2.	1.2.	
		Students often begin the school year with below grade level mathematical skills as shown by previous FCAT results, grades, and other standardized testing	Each PACE girl receives	Academic Manager, Teachers	Students are tested upon enrollment to determine their areas of need and area of proficiency in math. This information, along with previous testing results and prior academic grades, is shared with the teachers and is utilized to develop[an individualized	1.2. Students often begin the school year with below grade level mathematical skills as shown by previous FCAT results, grades, and other standardized testing	
					Academic Plan as well as		
					help in determining specific supplemental instructional needs		
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	2.1.	2.1	2.1.	2.1.	2.1.		
above Achievement Levels							
4 and 5 in Geometry.							
Geometry Goal #2: Same as above	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		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		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

	2012-2015 School Improvement I fan Suvenne Sustee Education I fograms									
3. Ambitious but Achievable Annual	Baseline data 2010-									
Measurable Objectives	2011									
(AMOs).In six years										
school will reduce their achievement gap by 50%.										
acmevement gap by 50 /0.										
Geometry Goal #3:										
Same as above										

Mathematics Pro	fessional	Developme	nt			
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	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
	0.40	PLC Leader		meetings)		
	9-12	Academic Manager	PACE Instructional Staff	Monthly	WIN Pre test Data with follow Up assignments	Academic Manager
Mathematics Skills						

End of Geometry EOC Goals

Mathematics Budget

Description of Resources	Funding Source	Available Amount
Description of Resources	Funding Source	Available Amount
Description of Resources	Funding Source	Available Amount
Description of Resources	Funding Source	Available Amount
	Description of Resources Description of Resources	Description of Resources Funding Source Description of Resources Funding Source

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

	Problem- Solving Process to Increase Student Achieveme nt					
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	

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

2012-2015 School Imp							
1. Students scoring at	1.1.	1.1.	1.1.	1.1.	1.1.		
Achievement Level 3 in							
	PACE Students	DACE offers a	The Academic Manager	Classroom teachers meet with	Progress is monitored		
Biology.	often have lapses			each student on a weekly	through Weekly		
	in their education			basis to review current grades	Academic Progress		
	histories			in all classes, and work with	reporting, Attendance		
	listones	students with	School board for the 230 day		Documentation, FAIR		
		additional	School Calendar annually and	ine students to discover what			
					Assessments, and		
					additional forms of		
					standardized testing		
				positive performance and	inclusive of FCAT		
			students per class.	attendance.			
		increase.					
			Individual Therapists begin	All testing information (formerly			
				BASI) as well as FCAT results			
		class sizes do	for any girl absent within	are shared with teachers upon			
		not exceed 14		enrollment in order for teachers			
				to be aware of each students			
		class, enabling		strengths and areas needing			
		more intensive		assistance.			
		individualized					
		assistance					
		PACE maintains					
		close contact					
		with the families,					
		making calls					
		to check on					
		attendance, for					
		students who are					
		absent without					
		prior parental					
		notification to the					
		Center.					
Biology Goal #1:	2012 Current	2013 Expected					
	Level of	Level of					
	Performance:*	Performance:*					
50% of the students enrolled for							
FTE 2 and 3 will pass the EOC							
Biology exam							
	100% (10/10	4 of 8 will pass the					
	passed)	EOC Biology					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.2.	1.2.	1.2.	1.4.	1.2.	
					-		
		1.3.	1.3.	1.3.	1.3.	1.3.	

aura aura senour imp			e o astree Baaeation				
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	2.1.	2.1.	2.1.	2.1.	2.1.		
above Achievement Levels							
4 and 5 in Biology.							
Biology Goal #2:	2012 Current	2013 Expected					
	Level of	Level of					
		Performance:*					
NA							
		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	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)		

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

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 Achieveme nt					
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 Imp		1	i				
1. Students scoring at	1.1.	1.1.	1.1.	1.1.	1.1.		
Achievement Level 3 in							
Civics.							
	PACE Students		The Academic Manager		Progress is monitored		
	often have lapses			each student on a weekly basis	through Weekly Academic		
			through the PACE	to review current grades in	Progress reporting,		
	histories	offers students	Organization and Local	all classes, and work with	Attendance Documentation,		
					FAIR Assessments,		
			day School Calendar annually and in creation	is hindering performance, develop a plan of performance	and additional forms of standardized testing		
		learning gains can	of class schedules assures	improvement, and recognize	inclusive of FCAT		
			that class sizes do not	positive performance and	inclusive of TCAT		
		mereuse.	exceed the limit of 14	attendance.			
		PACE Pasco class	students per instructional				
			period.	All testing information			
		14 students per		(formerly BASI) as well as			
		class, enabling	Individual Therapists	FCAT results are shared with			
			begin making parental	teachers upon enrollment in			
		individualized	notifications for any girl	order for teachers to be aware			
				of each students strengths and			
			the school day beginning.	areas needing assistance.			
		PACE maintains close contact with					
		the families, making					
		calls to check on					
		attendance, for					
		students who are					
		absent without prior					
		parental notification					
		to the Center.					
Civics Goal #1:	2012 Current	2013 Expected Level					
	Level of	of Performance:*					
	Performance:*						
50% of those enrolled in MJ 2 Civics							
will pass the EOC Civics Exam							
	1	1					
	87 4	F00/ (1/2) 11 -1					
	NA	50% (1/2) will pass the					
	NA	50% (1/2) will pass the EOC Civics Exam					
	NA	50% (1/2) will pass the EOC Civics Exam 1.2.	1.2.	1.2.	1.2.	1.2.	
	NA	EOC Civics Exam	1.2.	1.2.	1.2.	1.2.	

<u>2012-2013 School Imp</u>							
Based on the analysis of student	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
achievement data and reference	Barrier		Responsible for	Effectiveness of			
to "Guiding Questions", identify			Monitoring				
to "Guiding Questions", identify and define areas in need of			_	Stratagy			
improvement for the following				Strategy			
group:							
2. Students scoring at or	2.1.	2.1.	2.1.	2.1.	2.1.		
above Achievement Levels							
4 and 5 in Civics.							
4 and 5 in Civics.							
Civics Goal #2:	2012 Current	2013 Expected Level					
	Level of	of Performance:*					
	Performance:*						
Same as above							
Sume us ubove							
	NA	50% (1/2)) will achieve					
		level 3 or above					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		<i></i> .	<i>2.2</i> .				
		2.3	2.3	2.3	2.3	2.3	

2012-2013 School Improvement Plan Juvenile Justice Education Programs 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. PD Content /Topic	Grade Level/	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for
TD Content / Topic	Subject	I D I acintatoi	TD Tarticipants	Target Dates and Schedules	Strategy for Ponow-up/Monitoring	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 Curriculum Standards	7 th Grade Social Studies	Asst Principal	7th Grade Social Studies	Monthly	Monthly Student Progress Reports	Assistant Principal

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

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-			
Goals	Solving			
	Process to			
	Increase			
	Student			
	Achieveme			
	nt			

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 BarrierStrategyPerson or Position Responsible for MonitoringProcess Used to Determine Effectiveness of StrategyEvaluation Tool1. Students scoring at Achievement Level 3 in U.S. History.1.1.1.1.1.1.1.1.PACE Students with additional instructional historiesPACE offers a offen have lapses 120 day school in their education per which in turn historiesThe Academic Manager offen students offer students offer students offer students offer students offer students instructional hours hrough which elarning gins can increase.Clasroom teachers meet with ecah student on a weekly basis to review current grades in annually and in creation period.Progress is monitored through weekly Academic to review current grades in and additional forms of class schedules assures increase.PACE Pasco class sizes do not exceed period.I.1.I.1.PACE Pasco class sizes do not exceed period.PACE Pasco class sizes do not exceed period.PACE Pasco class tidents per instructional period.PACE pasco class <th>ed on the analysis of student</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th>	ed on the analysis of student						
to "Guiding Questions", identify and define areas in need of improvement for the following group:Image: Classroom teachers meet with 	ed on the analysis of student	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
and define areas in need of improvement for the following group:and define areas in need of improvement for the following group:Strategy1. Students scoring at Achievement Level 3 in U.S. History.1.1.1.1.1.1.1.1.PACE Students often have lapses 1 in their education vear, which in turn historiesPACE offers a often have lapses 230 day school in their education vear, which in turn historiesThe Academic Manager creates and gets approval through which early the 240 basis of class school board for the 230 hays day school creates and gets approval through which early the dational munually and in creation of class schedules assures hrough which early annually and in creation progress reporting, annually and in creation progress reportmance, that class sizes do not exceed the limit of 14 sizes do not exceed period.1.1.1.1.Achievement Level 3 in turePACE Pasco class sizes do not exceed period.The Academic Manager creates and gets approval the students to discover what is hindering performance, opsitive performance and attendance.Progress is monitored through which evelop a plan of performance positive performance and attendance.Progress reporting, Attendance Documentation, FAIR Assessments, and additional forms of standardized testing inclusive of FCAT	ievement data, and reference	Barrier		Responsible for	Effectiveness of		
improvement for the following group: improvement following group: is hindering performance for formance, develop a plan of performance positive performance and increase. is hindering performance positive performance and sizes do not exceed the limit of 14 group: itendance. it	Guiding Questions", identify			Monitoring			
Improvement for the following group: Improvement followingroup: Improvement following group: I	nd define areas in need of			-	Start		
1. Students scoring at Achievement Level 3 in U.S. History. 1.1. 1.1. 1.1. 1.1. 1.1. 1.1. V.S. History. PACE Students often have lapses 230 day school in their education year, which in turn histories The Academic Manager ofters students offers students Classroom teachers meet with ereates and gets approval through the PACE Progress is monitored through the PACE or eview current grades in offers students Progress is monitored through the PACE or eview current grades in situet ion al local school board for the 230 through which learning gains can increase. School Calendar annually and in creation of class schedules assures sizes do not exceed I.1. I.1. PACE Pasco class sizes do not exceed PACE Pasco class sizes do not exceed PACE Pasco class sizes do not exceed Intervision period. Intervision annually and in creation of class schedules assures sizes do not exceed All testing information	provement for the following				Sualegy		
Achievement Level 3 in U.S. History.PACE Students often have lapses 230 day school in their education year, which in turn historiesPACE offers a 230 day school in their education often students offers students offers students offers students offer st	group:						
U.S. History.PACE Students often have lapses 230 day school in their education historiesPACE offers a 230 day school year, which in turn historiesThe Academic Manager creates and gets approval through the PACEClassroom teachers meet with each student on a weekly basis to review current grades in all classes, and work with the students to discover what is hindering performance, annually and in creation performance and attendance.Progress is monitored through Weekly Academic Progress reporting, Attendance Documentation, FAIR Assessments, and additional forms of standardized testing inclusive of FCATPACE Pasco class is zes do not exceedPACE Pasco class sizes do not exceedThe Academic Manager creates and gets approval through the PACE organization and Local and School board for the 230 day School Calendar and all class of the students to discover what is hindering performance, positive performance and attendance.Progress is monitored through Weekly Academic Progress reporting, Attendance Documentation, FAIR Assessments, and additional forms of standardized testing inclusive of FCAT	tudents scoring at	1.1. 1.1.	. 1	1.1.	1.1.	1.1.	
often have lapses 230 day school creates and gets approval each student on a weekly basis to review current grades in histories offers students offers students offers students offers students offers students offers to review current grades in instructional hours day School Calendar is hindering performance, hrough which annually and in creation develop a plan of performance develop a plan of performance and earning gains can of class schedules assures improvement, and recognize increase. PACE Pasco class students per instructional sizes do not exceed period. All testing information All testing information and all testing information and all testing information and additional forms and additional formation and ad	ievement Level 3 in						
often have lapses230 day school in their education year, which in turn historiescreates and gets approval through the PACEeach student on a weekly basis to review current grades in all classes, and work withProgress reporting, Progress reporting,historiesoffers studentsOrganization and Local with additionalall classes, and work with annually and in creation day School CalendarAttendance Documentation, FAIR Assessments, and additional forms of standardized testing inclusive of FCAThereboxeach students on a weekly basis through the PACEin through the PACEFAIR Assessments, and additional forms of standardized testing inclusive of FCAThereboxof class schedules assures increase.of class sizes do not that class sizes do not period.positive performance and exceed the limit of 14 attendance.inclusive of FCATPACE Pasco class sizes do not exceed period.All testing informationAll testing informationinclusive of FCAT	. History.					Progress is monitored	
histories offers students organization and Local with additional School board for the 230 instructional hours day School Calendar annually and in creation learning gains can of class schedules assures increase. that class sizes do not exceed the limit of 14 sizes do not exceed period. All testing information All testing informating testing information All testing informating testing info	e				each student on a weekly basis	through Weekly Academic	
with additional instructional hours through which learning gains can increase.School board for the 230 day School Calendar annually and in creation of class schedules assures that class sizes do not exceed the limit of 14 sizes do not exceedthe students to discover what is hindering performance, develop a plan of performance positive performance and attendance.FAIR Assessments, and additional forms of standardized testing inclusive of FCATPACE Pasco class sizes do not exceedstudents per instructional period.All testing informationHe students to discover what is hindering performance, positive performance positive performance and attendance.FAIR Assessments, and additional forms of standardized testing inclusive of FCAT		in their education year,	r, which in turn t	hrough the PACE			
instructional hours through which learning gains can increase. PACE Pasco class sizes do not exceed barring contents that class sizes do not period. barring contents that class sizes do not period. barring contents that class class that class class that class contents that class class that class class that class class that class class that class class that class class that class tha							
through which learning gains can increase.annually and in creation of class schedules assures that class sizes do not exceed the limit of 14 sizes do not exceeddevelop a plan of performance improvement, and recognize positive performance and attendance.of standardized testing inclusive of FCATPACE Pasco class sizes do not exceedstudents per instructional period.All testing informationImprovement, and recognize inclusive of FCAT							
learning gains can increase.of class schedules assures that class sizes do not exceed the limit of 14 sizes do not exceedimprovement, and recognize positive performance and attendance.inclusive of FCATPACE Pasco class sizes do not exceedstudents per instructional period.All testing information							
increase. that class sizes do not positive performance and exceed the limit of 14 attendance. PACE Pasco class students per instructional sizes do not exceed period. All testing information		throu					
exceed the limit of 14 attendance. PACE Pasco class students per instructional sizes do not exceed period. All testing information		learn				inclusive of FCAT	
PACE Pasco class students per instructional sizes do not exceed period. All testing information		incre					
sizes do not exceed period. All testing information					attendance.		
		-					
14 students per (formerly BASI) as well as				period.			
ionitity brisi) as well as		14 st	students per		(formerly BASI) as well as		
class, enabling Individual Therapists FCAT results are shared with		class	ss, enabling	Individual Therapists	FCAT results are shared with		
more intensive begin making parental teachers upon enrollment in		more	re intensive	begin making parental	teachers upon enrollment in		
individualized notifications for any girl order for teachers to be aware		indiv			order for teachers to be aware		
assistance absent within an hour of of each students strengths and		assis	istance	absent within an hour of	of each students strengths and		
the school day beginning. areas needing assistance.			t	he school day beginning.	areas needing assistance.		
PACE maintains		PAC	CE maintains				
close contact with		close	se contact with				
the families, making		the fa	families, making				
calls to check on		calls	ls to check on				
attendance, for		atten	endance, for				
students who are							
absent without prior		abser	ent without prior				
parental notification		parei	ental notification				
to the Center.		to the	he Center.				

				. 8			
U.S. History Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
50% of those enrolled will pass the EOC American History exam							
	NA	500/ (4/0) 5/1					
	UNA	50% (4/8) of those enrolled will pass the EOC American History exam					
		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:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	2.1.	2.1.	2.1.	2.1.	2.1.		
above Achievement Levels 4 and 5 in U.S. History.							
U.S. History <u>Goal #2:</u> Same as above	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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	Grade Level/	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for
and/or PLC Focus	Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		Monitoring

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	
May 2012 Rule 6A-1.099811				35

Revised May 25, 2012

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
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.

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	s, include the	number of st	udents the percentage	represents next to the per	icentage (e.g. 70%)	(33)).	
CAREER EDUCATION GOAL (S)	Problem- Solving Process to Increase Student Achieveme nt						
Based on the analysis of school data, identify and define	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool		
areas in need of improvement:				Strategy			

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

<u>2012-2015 School Imp</u>	i ovement i	lan Juvenn	e Justice Education	i i i ugi anis		
1. Career Education Goal	1.1.	1.1.	1.1.	1.1.	1.1.	
	Poor student attendance can be an impediment to completing the career coursework	PACE offers a 230 day school year, which in turn offers students with additional instructional hours through which learning gains can increase. PACE Pasco class sizes do	The Academic Manager creates and gets approval through the PACE Organization and Local School board for the 230 day School Calendar annually and in creation of class schedules assures that class sizes do not exceed the limit of 14 students per instructional period. Individual Therapists begin making parental notifications for any girl absent within an hour of the school day beginning.	Classroom teachers meet with each student on a weekly basis to review current grades in all classes, and work with the students to discover what	Progress is monitored through Weekly Academic Progress reporting, and Attendance Documentation	
All students at Pasco Girls Academy will maintain a Transitions Binder that they will take with them when they exit the program.	2012 Current Level :*	2013 Expected Level :*				
	100% 32 of 32	100% (32 of 32)				

1.2.	1.2.	1.2.	1.2.	1.2	1
					1
Middle school	Vocational / career goals	All PACE Staff Members	Vocational and career	Biweekly progress notations on	
students may find	are established following		interest goals are	each of the Vocational / Career	
it challenging to	the completion of the		established as a part	goals and objectives on each	
think of a career	Choices Career Inventory		of the Academic	students individualized academic	
when it is "too	Assessments and included		Improvement planning	plan.	
far away"	within the Academic		process and reviewed bi-		
-	Improvement Plans based		weekly by the academic	Participation and performance in	
	on each girl's individualized		advisor.	the vocational components of the	
	results.			Spirited Girls!!	

Career Education Professional Development

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

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

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

End of Career Education Goal(s)

Transition Goal(s)

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• * W

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 of		1 0		,				
How many students such			*	• /				
hen using percentages,	include the	number of stu	idents the percentage	represents next to the pe	rcentage (e.g. 70%	(35)).		
	Problem-							

			e Justice Education	110gruins		
TRANSITION	Solving					
GOAL(S)	Process to					
	Increase					
	Student					
	Achieveme					
	nt					
	A (* *) (1	<u><u> </u></u>		Process Used to Determine		
Based on the analysis of school data, identify and define	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Effectiveness of Strategy	Evaluation Tool	
data, identify and define	Darrier		Wolltoning	Effectiveness of Strategy		
areas in need of improvement:						
1. Transition Goal	1.1.	1.1.	1.1.	1.1.	1.1.	
	Due to the	PACE will	Transitions Services	Transitions Services Coordinator	PACE End of Year	
	transitory nature		Coordinator		Outcome Measures	
	of our students,	a lengthy		on the following schedule: For	Report	
	girls may	transitions		the first 3 months post transition,		
	abruptly leave PACE without	process, which takes		once per month. For one year post-transition (after the initial		
	engaging the in	students through		3 months) contact is made every		
	transition process	educational		6 weeks. For the following 2		
		placement		years, until a girl is dismissed		
		options and		from the transitions program,		
		plans. The Transitions		every 6 months		
		counselor				
		engages in				
		follow-up				
		consultations				
		for 3 years post- transitions to				
		offer support				
		and additional				
		guidance during				
		this time				

2012-2013 School Improvement P	lan ouvenn	c sustice Education	Trograms			
	1.2.	1.2.	1.2.	1.2.	1.2.	
	express difficulty readjusting to the traditional classroom setting upon returning to their assigned school	The transitions Services Coordinator will maintain contact and communications with the girl and counselors at her zoned school through phone contact and through scheduled transition group meetings conducted on a monthly basis at the zoned school			PACE End of Year Outcome Measures Report	
	are often met with a lack of positive support and encouragement from their families and	1.3. Counselors and teachers will offer support and encouragement to the girls through the transition process, ensuring that each girl feels as though there is an appropriate and caring adult in her life that she can seek assistance from			1.3. PACE End of Year Outcome Measures Report	

Transition Professional Development

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

Please note that each

2012-2013 School Improvement Plan Juvenile Justice Education Programs Strategy does not require a

professional development or PLC activity.						
PD Content /Topic	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	(e.g., PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of		
		PLC Leader		meetings)		
DJJ Circuit 6 Meeting	K-12	Chair	DJJ Transition Specialist	Quarterly	Dependent on meeting outcomes	Assistant Principal
						Transition Specialist

Transition 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
Provide students with a list of services related to social services, education opportunities, and community assistance.	Graduation Enhancement Program and Adult Education Quick Reference Guide	Title I	\$1500
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
				\$1500.00
	Grand Total:			

End of Transition Goal(s)

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

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

Guiding Questions to Inform the Problem-Solving Process

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

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

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

2012-2015 School Improvem	int I fan Juvenn	e Justice Education	i i i ugi anis		
1. Attendance Goal 1.1.	1.1.	1.1.	1.1.	1.1.	
# 1					
The PACE Center	PACE offers Gender	Academic Manager,	Students sign in on a daily	Monthly Census and	
for Girls serves	Responsive services		basis and attendance is also	Attendance Reports	
students who have			maintained through each class	i internatione interportes	
	s setting and on site		period. Staff members notify		
multiple fisk factor	s setting and on site		period. Stall members notify		
that may contribute	Counseling as an		parents via phone if a student is		
to inhibiting	encouraging factor		not in attendance. Attendance		
their academic	to attendance and		and punctuality concerns are		
success. These	punctuality.		expressed with families not only		
risk factors include	. ,		on daily attendance calls, but		
truancy, academic	PACE Policy requires		also on monthly parent contacts		
underachievement	r ACE roney requires		and monthly progress reports		
dropping out,	parents/guardians		as well as report cards at the		
delinquency,	every time that a		completion of each grading		
pregnancy, historic	s student is not in		period.		
of physical and	attendance.				
sexual abuse,					
substance abuse,	PACE requires an				
	y attendance rate of at				
and/of funning awa					
	least 80% in order				
	to receive credit for				
	classes				
				1	

	improvemen					İ	ĺ
Girls enrolled with 2	2012 Current	2013 Expected					
	Attendance Rate:*	Attendance Rate:*					
the PACE Center for	Attendance Kate:*	Attendance Kate:*					
Girls will increase their							
attendance and/or their							
punctuality by at least 5%							
by the end of the 2011-							
2012 school year							
ŀ	Enter numerical data	Enter numerical data for					
f	for current attendance	expected attendance rate					
r	rate in this box.	in this box.					
2	2012 Current	2013 Expected					
		Number of Students					
		with Excessive					
	Absences	Absences					
	(10)	(10)					
		(10 or more)					
		Enter numerical data for expected number of					
		absences in this box.					
		2013 Expected					
		Number of					
C	Studente with						
	Excessive Tardies 10						
. F	Excessive ratures to	Students with					
		Excessive Tardies 10					
		1.0	1.0	1.0	1.0	1.0	
		1.2.	1.2.	1.2.	1.2.	1.2.	
		PACE Students may	PACE uses a positive focus	PACE Staff	PACE monitors	Monthly Census and Attendance	
			strength based incentive			Reports	
			program inclusive of daily		and yearly census	<u>*</u>	
			points earned, advisee		numbers to monitor		
			group competitions, level		attendance trends.		
			system, incentive field trips,		These percentages are		
			and verbal praise as an		reported to the PACE		
			encouragement to not only		Administrative Office		
			attend but also be punctual		and the Department of		
			panotau		Juvenile Justice		

1	1.3.	1.3.	1.3.	1.3.	1.3.	
n ti a c f f	not initially recognize the intrinsic worth of attending school, but nstead are attending	students and assist them in following the plan through holding them accountable for their choices	Service Staff	Individual Girls attendance concerns are reviewed and discussed during the Care Review meeting (at minimum on a bi-weekly basis). If warranted, a specific attendance contract is established	Monthly Census and Attendance Reports	

Attendance 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 PD Facilitator Target Dates and Schedules Person or Position Responsible for Grade Level/ PD Participants Strategy for Follow-up/Monitoring Subject Monitoring and/or PLC Focus (e.g., PLC, subject, grade level, or and/or (e.g., Early Release) and school-wide) Schedules (e.g., frequency of PLC Leader 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
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Attendance Goals

Final Budget

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	
	\$1500.00:
Attendance Budget	
	Total:
	Grand Total: \$1500.00

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.

 $X \square Yes$

□No

lf No,	describe measures	being taken	to comply w	vith SAC req	uirement.	

Describe projected use of SAC funds. Non Requested

Describe the activities of the School Advisory Council for the upcoming year. PACE Center for Girls operates under Marchman Technical Education Center (MTEC)

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