

# Florida Department of Education



## School Improvement Plan (SIP)

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

**for Juvenile Justice Education Programs**

**Pasco Girls Academy**

**2012–2013**

**2012 – 2013 SCHOOL IMPROVEMENT PLAN**

**PART I: SCHOOL INFORMATION**

School Name: Pasco Girls Academy	District Name: Pasco
Principal: Shelia Bryan	Superintendent: Heather Fiorentino
SAC Chair: MTEC - Dr. Adam Dahmer  G4S – PGA Advisory Committee – Jennifer Beamer	Date of School Board Approval: October 16, 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**

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

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	3	17	Education Center and schools have never made AYP

### **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.

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Reading	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 Instructional Teacher	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Math, Science	Dorothy Hawkins	B.S. Education:  Elem 1-6,  Math 6-12,  Science 5-9,  Biology	2.5	15	This DJJ site has never been included in performance grading.

### 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.

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

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 out-of-field and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1(one)	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)).

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
2	0%	50% (1)	50% (1)	0%	50% (1)	50% (1)	50% (1)	0%	0%

### *Teacher Mentoring Program*

May 2012

Rule 6A-1.099811

Revised May 25, 2012

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

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 using strategies such as Foldables.

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

Teachers and Instructional Assistants meet weekly to discuss students' reading skills and determine strategies for growth.

Block scheduling is utilized for Math – Science, English - History or English - Reading. During each block, students are taught by the same teacher.

### ***\*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?

See above

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.

### ***Postsecondary Transition***

May 2012

Rule 6A-1.099811

Revised May 25, 2012

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

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 teachers and counselor work together to schedule students to take the SAT, ACT and ASVAB before they leave the program.

## 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?

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

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

READING GOALS	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. % of students making learning gains in reading.</b> <u>Reading Goal #1:</u>	1.1. Low Interest at Exit Testing  Defiant Behavior  Sudden Departures from the program	1.1. Monthly Testing with Incentives.  Exit Testing with Incentives.  Modified test window to allow for Compliant Behavior when possible.	1.1. Teachers: Dorothy Hawkins  William Zerbe  and  Instructional Assistants: Rowena Coggins  Kathy Chisholm	1.1. Monitor Efforts put into the Exit Tests by observation.  Monitor and track scores.	1.1. STAR Test and WIN test  STAR Reading Scores  Spreadsheet designed to record scores and trends/		



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

75% (18) of students with a below-grade-level entry assessment will, upon leaving Pasco Girls Academy, show a learning gain of 1 ½ months growth for every month in residence as assessed by the STAR Reading Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>14 out of 18 Students</i>	<i>18 out of 24 Students</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	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	
<b>2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>  <u>Reading Goal #2:</u>  NA – This residential facility serves students for a 4 to 6 month period.						

## Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning

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

**2012-2013 School Improvement Plan Juvenile Justice Education Programs  
Community (PLC)  
or PD Activity**

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

PD Content /Topic	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 meetings)		
Fair Testing Data Analysis	6-12	PLC Leader Tracy Hlady	Dorothy Hawkins, William Zerbe, Jim Mead, Kathy Chisholm, Rowena Coggins, Tim Guy	Weekly Meetings each Thursday morning	Reviewing of accumulated data and discussion regarding current issues and strategies	Thomas Brochu, Tim Guy
& Common Core Curriculum Standards		CIS Reading				

**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			
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Curriculum Standards	District Office – Staff Development		
<b>Subtotal:</b>			
Other			

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

Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total:</b>			

*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.

### 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)).

<b>MATHEMATICS GOALS</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Percentage of students making learning gains in mathematics.</b> <u>Mathematics Goal #1:</u>	1.1. Low Interest at Exit Testing Defiant Behavior Sudden Departures from the program	1.1. Monthly Testing with Incentives. Exit Testing with Incentives. Modified test window to allow for Compliant Behavior when possible.	1.1. Teachers: Dorothy Hawkins William Zerbe and Instructional Assistants: Rowena Coggins Kathy Chisholm	1.1. Monitor Efforts put into the Exit Tests by observation. Monitor and track scores. Track incentives given	1.1. Records STAR Math and WIN Results Spreadsheet to monitor and evaluate growth		
75% (17) of students with a below-grade-level entry assessment will, upon leaving Pasco Girls Academy, show a learning gain of 1 ½ months growth for every month in residence as assessed by the STAR Math Assessment and WIN test	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>13 out of 17</i>	<i>13 out of 17</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	
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

<b>2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>  NA – This residential facility serves students for a 4 to 6 month period.						
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## Algebra End-of-Course (EOC) Goals

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

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

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

<b>1. Students scoring at Achievement Level 3 in Algebra.</b>	1.1. Lack of Prerequisite knowledge and lack of critical thinking skill  Poor school attendance prior to enrolling in PGA	1.1. Remediation and basic skill development.	1.1. Math Teacher	1.1. Practice, student accountability  Core K12 Pre Test	1.1. Algebra 1 EOC and  Core K12 post test		
<b>Algebra Goal #1:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
50% (1/2) will achieve level 3 or above							
	20% (1/5)	50% (1/2) will achieve level 3 or above					
		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		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>Algebra Goal #2:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Same as above							
	Same as above	Same as above					
		2.2.	2.2.	2.2.	2.2.	2.2.	

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

		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	
<b>3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In 6 year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Algebra Goal #3:</u>  <i>Same as above</i>							

*End of Algebra EOC Goals*

## Geometry End-of-Course Goals

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

<b>Geometry EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>	1.1.  Lack of Prerequisite knowledge and lack of critical thinking skill  Poor school attendance prior to enrolling in PGA	1.1.  Remediation and basic skill development.	1.1  Math Teacher.	1.1.  Practice, student accountability  Core K12 Pre Test	1.1.  Geometry 1 EOC and  Core K12 post test		
<u>Geometry Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
25% (1/4) will achieve level 3 or above							
	50% (1/2)	25% (1/4) will achieve level 3 or above					
		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		



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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1.	2..	2.1.	2.1.	2.1.		
Geometry Goal #2:  <i>Same as above</i>	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	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						

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

Geometry Goal #3:							
Same as above							

### 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	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
Mathematics Skills	9-12	PLC Leader Assistant Principal	PGA Instructional Staff	Monthly	WIN Pre test Data with follow Up assignments	Assistant Principal

*End of Geometry EOC Goals*

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

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

*End of Mathematics Goals*

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

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

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

<b>Biology EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Students scoring at Achievement Level 3 in Biology.</b>	I.1.	I.1.	I.1.	I.1.	I.1.		
<u>Biology Goal #1:</u> No students enrolled	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	0% (0/0)	0% (0/0)					
		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		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Biology Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

## Science Professional Development

## 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	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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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

<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*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)).

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

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

1. Students scoring at Achievement Level 3 in Civics.	1.1. Lack of Prerequisite knowledge and lack of critical thinking skills  Poor School Attendance prior to enrolling in PGA	1.1. Remediation and re-teaching key points	1.1. Social Studies Teacher	1.1. Student Engagement in class activities	1.1. Pearson providing instructional activities and assignments		
Civics Goal #1:  25% (1/4) will achieve level 3 or above	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	25% (1/4) will achieve level 3 or above					
		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		



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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Civics Goal #2:  <i>Same as above</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	25% (1/4) will achieve level 3 or above					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		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/ 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 Curriculum Standards	7 <sup>th</sup> Grade Social Studies	Asst Principal	7 <sup>th</sup> 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
<b>Subtotal:</b>			
Technology			

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

Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Civics Goals*

## U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b><u>U.S. History Goal #1:</u></b>  Course not Offered at PGA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

## 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		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b><u>U.S. History Goal #2:</u></b> <i>Same as above</i>	<b><u>2012 Current Level of Performance:*</u></b>	<b><u>2013 Expected Level of Performance:*</u></b>					
		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**

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

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

### Community (PLC) or PD Activity

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

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount

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

<b>Subtotal:</b>			
<b>Total:</b>			

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

<b>CAREER EDUCATION GOAL (S)</b>	<b>Problem- Solving Process to Increase Student Achievement</b>						

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

	nt						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Career Education Goal</b>	1.1. General resistance to completing assignments and other work.  Limited use of the Internet  Student Motivation	1.1. Individualization of Binders  Increase computer time for Florida Choices	1.1. Teachers:  Dorothy Hawkins  William Zerbe  and  Instructional Assistants:  Rowena Coggins  Kathy Chisholm	1.1. Monitor interest by observation.  Periodic Check of Transition Binders	1.1 Recorded Grades.  Observation / evaluation fo Transition Binders		
All students at Pasco Girls Academy will maintain a Transitions Binder that they will take with them when they exit the program.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	100% (24 of 24)	100% (24 of 24)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

## Career Education Professional Development



## 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	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)		

### 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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			

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

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

*End of Career Education Goal(s)*

## Transition Goal(s)

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

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

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

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

TRANSITION GOAL(S)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Transition Goal</b>	1.1. Students can be adjudicated as adults, transition to other school districts, or fail to enroll in education programs once they leave the facility.	1.1. PGA will utilize the district transition specialist along with G4S staff to accurately determine which student transition back to school or on to a receiving program.	1.1. Transition Specialist	1.1 Enrollment in another school, transfer of records is completed by DJJ Specialist.	1.1. MIS data		
The goal of Pasco Girls Academy is to ensure that each student has a smooth transition back to their home school or receiving program.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	N/A	N/A					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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

		1.3.	1.3.	1.3.	1.3.	1.3.	
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### 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	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 meetings)		
DJJ Circuit 6 Meeting	K-12	PLC Leader Chair	DJJ Transition Specialist	Quarterly	Dependent on meeting outcomes	Assistant Principal Transition Specialist

### Transition Budget

Include only school-based funded activities/			
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$1500.00
<b>Grand Total:</b>			

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

\* 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		
1. Attendance Goal # 1	1.1.	1.1.	1.1.	1.1.	1.1.		

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

NA	<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> (10 or more)	<u>2013 Expected Number of Students with Excessive Absences</u> (10 or more)					
	<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> (10 or more)	<u>2013 Expected Number of Students with Excessive Tardies</u> (10 or more)					
	<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 Strategies through**

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

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

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



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

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

### Final Budget

Please provide the total budget from each section.	
<b>Reading Budget</b>	
	<b>Total:</b>
<b>Mathematics Budget</b>	
	<b>Total:</b>
<b>Science Budget</b>	
	<b>Total:</b>
<b>Civics Budget</b>	
	<b>Total:</b>
<b>U.S. History Budget</b>	
	<b>Total:</b>
<b>Career Budget</b>	
	<b>Total:</b>
<b>Transition Budget</b>	
	<b>\$1500.00:</b>
<b>Attendance Budget</b>	
	<b>Total:</b>
	<b>Grand Total: \$1500.00</b>

### School Advisory Council

*School Advisory Council (SAC) Membership Compliance*

May 2012

Rule 6A-1.099811

Revised May 25, 2012

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

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
Non Requested	

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