# Florida Department of Education



School Improvement Plan (SIP)

# for Juvenile Justice Education Programs

2012-2013

#### 2012 – 2013 SCHOOL IMPROVEMENT PLAN

#### **PART I: SCHOOL INFORMATION**

School Name: PACE Center for Girls 3010	District Name: Palm Beach
Principal: Angela Clarke	Superintendent: Wayne Gent
SAC Chair: Angela Clarke	Date of School Board Approval: December 2012

#### **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.
Executive Director	Angela Clarke	B.S. in Sec. Ed.	19	15	
Academic Manager	Joselyn Bayona	Psy. S in School Psychology / Professional Certification in School Psychology Pre-K - 12	8	5	

#### **Instructional Coaches**

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

Subject	Name	Degree(s)/	Number of Years at	Number of Years as an	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Area		Certification(s)	Current School	Instructional Coach	along with the associated school year.
	Funding not available for coaches this year.				

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

# **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. Vacancy Postings on PACE Webs site by Executive	Executive Director/ State	As needed	
Director	Office		

2012-2013 School Improvement I fan 3uvenne 3ustice Education I Tograms							
2. Vacancies advertised on Teacher-Teacher,	Executive Director/ State	As needed					
Monster.com	Office						
(recruitment sites)							
3. 2 week PACE orientation training at hire	Joselyn Bayona, Academic	At new hire date					
	Manager						
4. Development Plan with position-specific training at hire	Joselyn Bayona, Academic	Completion of 90 day					
	Manager	orientation					
5. Monthly Formal Supervision for 1st year teachers,	Joselyn Bayona, Academic	Ongoing					
Quarterly for 2+ Years	Manager						
7 Review salary schedule to align with district salaries	Executive Director/ State Office	Ongoing					
8. Annual Performance Evaluations	Joselyn Bayona, Academic	Yearly					
	Manager						
9. Monthly Academic Team Meetings	Joselyn Bayona, Academic	Ongoing					
	Manager						
10. Planning time for teachers	Joselyn Bayona, Academic	Ongoing					
	Manager						
11. Paid vacation and sick time	PACE Center for Girls policy	Ongoing					
12. Provide observations	Joselyn Bayona, Academic	Ongoing					
	Manager						

## 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	

- 012						
		-				
N/A						

#### Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

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

To tal Nu m ber of In str uc tio nal Sta	% of Fir st-Ye ar Te ach ers	% of Te ach ers with 1-5 Yea rs of Exp erie nce	% of Te ach ers with 6-14 Yea rs of Exp erie	% of Te ach ers with 15+ Yea rs of Exp erie nce	% of Te ach ers wi th Ad van ced De gre	% Hi gh ly Eff ect ive Te ac her s	% Re ad ing En dor sed Te ach ers	% Na tio nal Bo ard Ce rtif ied Te ac her	% ES OL End orse d Tea cher s
Sta ff		nce	erie nce	nce	gre es			her s	3
3	0	66. 6% (2)	33. 3% (1)	0	100 %	10 0%	33 %	0	0

## **Teacher Mentoring Program**

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Mentoring
			Activities

No new teachers		

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

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

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

#### \*High Schools Only

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

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

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

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs
program in the PACE Transition Services that focuses on academic and career success.
Postsecondary Transition
Note: Required for High School- Sec. 1008.37(4), F.S.  Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.
Students are in small instructional classes where they can receive individualized attention. This enables instructors to pin point areas where students need remedial work and teach students skills they need to succeed a postsecondary level. The Spirited Girls group provides opportunities for students to research requirements for postsecondary education and enable the student to better prepare herself for the future.
PART II: EXPECTED IMPROVEMENTS
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?

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

READING 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	

PACE parties   PACE states	2012-2013 School Imp	rovement P	<u>lan Juvenil</u>	e Justice Education	1 Programs			
making learning gains  in reading.  PACE students are given FAIR, WIN Rading Teacher will monitor and periodic assessments. the irropuration of strategies and structional shows through which learning gains can necrose.  Reading Goal #1:  PACE students are reading below grade evel.  PACE students threat the driven program for up to 15 months. Due to ongoing molliment and apirty transitions, he year to year data is not year data is not always a true representation of the same population.  PACE unploys a low student of the same population.  PACE comploys a low students of the same population.  PACE comploys a low students of the same population.  PACE comploys a low students of the same population.  PACE comploys a low students of the same population.  PACE comploys a low students of the same population.	1. Percentage of students	1.1.	1	1.1.	1	1		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs 2012 Current 2013 Expected Level of Level of Performance:\* Performance:\* In the 2012-2013 school year, 70% of PACE Center for Girls students present for both Survey 2 and Survey 3 FTE periods will make learning gains in reading as evidenced by FCAT scores. 15% (6) of the In the 2012students present 2013 school year, for both survey 70% of PACE Center for Girls 2 and survey 3 made learning students present gains in reading for both Survey as evidenced by 2 and Survey 3 FCAT scores. FTE periods will make learning gains in reading as evidenced by FCAT scores. 1.2 1.2 1.2. .2. 1.2. Teachers will use a variety Academic Manager and all Academic manager will Lesson Plans, PACE students lack grade level of strategies to increase classroom teachers monitor lesson plans vocabulary skills vocabulary skills including for the inclusion of Supervision notes graphic organizers, context vocabulary strategies in clues, word maps and word the classroom. walls.

2012-2013 School Improvement Plan Juvenile Justice Education Programs 1.3. .3. 1.3. PACE Teachers will use a variety Academic Manager and all The Academic manager Lesson Plans, students lack of reading strategies to classroom teachers. will monitor lesson improve comprehension comprehension plans for the inclusion of Supervision notes skills. skills including journaling, reading comprehension directed reading, prediction, strategies in the graphic organizers, reciprocal classrooms.

reading.

Based on Ambitious but		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Achievable Annual Measurable							
Objectives (AMOs), Reading and							
Math Performance Target							
l l	Baseline data 2010-2011						
Achievable Annual							
Measurable Objectives							
(AMOs). In six year							
school will reduce their							
achievement gap by 50%.							
Reading Goal #2:							
Reduce achievement gap							
hr: 100/ or motal District							
by 10% or match District							
reduction in achievement							
gap differences.							

# **Reading Professional Development**

**Professional** 

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

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

PLC Leader

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)

N/A

Reading Budget (Insert rows as needed)

Treating Dataget (misert to we as in	- · · · · · · · · · · · · · · · · · · ·	I	
Include only school-based funded			
activities/materials and exclude district			
funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
Subtotal:			
Technology			

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

End	of R	Reading	Goals
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# **Mathematics Goals**

Please refer to questions belo	w to guide vour resi	onses when completing	ng the goal chart.	Specific responses are	e not required for (	each question on f	the template.
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**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)).

$\underline{\hspace{1cm}}$						
MATHEMATICS 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	rovement P	lan Juvenil	le Justice Education	ı Programs		
1. Percentage of students	1.1.	1.1	1.1.	1.1	1.1	
making learning gains in						
mathematics.	PACE students	PACE offers a	Academic Manager,	Students are given periodic	Progress is monitored	
mathematics.	have gaps in	230-day school			through the use of	
	their educational		Math Teacher	Lagrosus assessments.	diagnostics.	
	histories.	offers students				
		additional				
Mathematics Goal #1:		instructional		Results are available from the		
iviatiiciiiaties Goai #1.		hours through		computer program and are	Progress is monitored	
		which learning		shared with the Math teacher.	daily by the teachers.	
		gains can				
		increase.				
	attend the					
	program for up				Observations will	
	to 15 months. Due to ongoing	Pace offers			be performed by the Academic Manager.	
	enrollment and	afterschool			Academic Manager.	
	early transitions,					
	the year to	tutoring.				
	year data is not					
	always a true					
	representation	PACE employs				
	of the same	a low student				
	population.	to teacher ratio				
		(12:1).				
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2012-2013 School Imp			e Justice Luucation	i Frograms			
	2012 Current	2013 Expected					
	Level of	Level of					
r	Performance:*	Performance:*					
In the 2012-2013 school year,							
70% of PACE Center for Girls							
middle school students present for							
both Survey 2 and Survey 3 FTE							
periods will make learning gains							
in Math as evidenced by FCAT							
scores.							
	7.0/ (1) 6.1	r d 2012					
		In the 2012-					
		2013 school year,					
		70% of PACE					
	in survey 2	Center for Girls					
		middle school					
	learning gains	students present					
	as evidenced by	for both Survey					
	the math FCAT	2 and Survey 3					
	scores.	FTE periods will					
		make learning					
		gains in Math					
		as evidenced by					
		FCAT scores.					
		1.2.	1.2	1.2.	1.2.	1.2.	
				<b>-</b>	I		
		Students lack the	PACE places Level 1 and	Academic Manager,		Student work and assessments	
		basic math skills	Level 2 students in an		monitor progress of the		
				Math Teacher	student's goal biweekly,		
			improve Math skills.		during academic		
			*		advising.		
					I		

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						

2012-2013 School Imp	2012-2013 School Improvement Plan Juvenile Justice Education Programs									
	Baseline data 2010-2011									
Achievable Annual										
Measurable Objectives										
(AMOs). In six year										
school will reduce their achievement gap by 50%.										
Mathematics Goal #2:										
Wathematics Goal #2.										
Reduce achievement gap										
by 10% or match District										
reduction in achievement										
gap differences.										
	1									
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	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			
and define areas in need of			_	St		
improvement for the following				Strategy		
group:						

<b>2012-2013 School Imp</b>		<u> Plan Juvenile J</u>	ustice Education	Programs		
1. Students scoring at	1.1.	1.1	1.1.	1.1	1.1	
Achievement Level 3, 4,						
and 5 in Algebra.	PACE students	PACE offers a	Academic Manager,	Students are given periodic	Progress is monitored	
and 5 in Aigebra.	have gaps in	230-day school			through the use of	
	their educational	year which offers	Math Teacher	S	diagnostics.	
	histories.	students additional				
		instructional hours				
		through which		Results are available from		
		learning gains can		CORE K12.	Progress is monitored daily	
		increase.			by the teachers.	
	DAGE ( 1 )					
	PACE students					
	attend the program for up	PACE offers		Classroom teachers monitor progress of the student's goal	Observations will be	
	to 15 months.	afterschool tutoring.		biweekly, during academic	performed by the Academic	
	Due to ongoing	artersenoor tutoring.		advising.	Manager.	
	enrollment and			au i i i i i i i i i i i i i i i i i i i	i i i i i i i i i i i i i i i i i i i	
	early transitions,					
	the year to	PACE employs a low				
		student to teacher				
	always a true	ratio (12:1).				
	representation					
	of the same					
	population.					

2012-2013 School Improvement Plan Juvenile Justice Education Programs								
Algebra Goal #1:	2012 Current	2013 Expected Level						
Engroin Cont II I.	Level of	of Performance:*						
	Performance:*							
In the 2012-2013 school year,								
70% of PACE Center for Girls								
students present for both Survey								
2 and Survey 3 FTE periods will								
make learning gains in Algebra								
as evidenced by the Algebra EOC								
Scores.								
	19% (3) of the	In the 2012-2013						
		school year, 70%						
	in survey 2	of PACE Center for						
	and 3 made	Girls students present						
	learning gains	for both Survey 2 and						
	as evidenced by	Survey 3 FTE periods						
	the Algebra FOC	will make learning						
		gains in Algebra as						
	500103.	Evidenced by EOC						
		Scores						
		1.2.	1.2.	1.2.	1.2.	1.2.		
		1.4.	1.∠.	1.2.	1.2.	1.4.		
		Students lack skills to	Students will be enrolled	Academic Manager,	The Math Teacher will	Student work and assessments.		
		pass EOC tests.	in the E20/20 EOC prep	_	facilitate students work on			
			courses; a computer based	Math Teacher	E20/20.			
			instructional system					
			to increase their math					
			skills in order to pass the					
			required assessments.					
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								
					•			

2012-2013 School Improvement Plan Juvenile Justice Education Programs 3. Ambitious but Baseline Achievable Annual data 2010-Measurable Objectives 2011 (AMOs). In six year school will reduce their achievement gap by 50%. Algebra Goal #3: Reduce achievement gap by 10% or match District reduction in achievement gap differences. End of Algebra EOC Goals

# **Geometry End-of-Course Goals**

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

<b>Geometry EOC Goals P</b>	Problem-			
	Solving			
P	Process to			
	Increase			
	Student			
A	chieveme			
	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	Effectiveness of		
to "Guiding Questions", identify			Monitoring			
and define areas in need of				C++		
improvement for the following				Strategy		
group:						

<b>2012-2013 School Imp</b>						
1. Students scoring at	1.1.	1.1	1.1.	1.1	1.1	
Achievement Level 3, 4,						
	PACE students	PACE offers a	Academic Manager,	Students are given periodic	Progress is monitored	
The comety,	have gaps in	230-day school		Diagnostic assessments.	through the use of	
	their educational		Math Teacher		diagnostics.	
	histories	students additional				
		instructional hours		L		
		through which		Results are available from	n : : : 11.1	
		learning gains can		CORE K12.	Progress is monitored daily	
		increase.			by the teachers.	
	PACE students					
	attend the			Classroom teachers monitor		
		PACE offers		progress of the student's goal	Observations will be	
	to 15 months.	afterschool tutoring.		biweekly, during academic	performed by the Academic	
	Due to ongoing			advising.	Manager.	
	enrollment and					
	early transitions,	D. CE				
		PACE employs a low student to teacher				
		ratio (12:1).				
	representation	14110 (12.1).				
	of the same					
	population.					

2012-2013 School Imp		ian ouvenile o	ustice Education	i i ogi ams			
Geometry Goal #1:	2012 Current	2013 Expected Level					
Geometry Godi 1/1.	Level of	of Performance:*					
	Performance:*	or refromunee.					
	criormance.						
In the 2012-2013 school year, 70%							
of PACE Center for Girls students							
present for both Survey 2 and							
Survey 3 FTE periods will make							
learning gains in Geometry as							
evidenced by the Geometry EOC							
Scores.							
500105.							
	As avidanced I	In the 2012-2013					
	As evidenced by	ni die 2012-2013					
	the EOC results,	school year, 70%					
		of PACE Center for					
	students present,	Girls students present					
	in survey 2 and	for both Survey 2 and					
	3 who took the	Survey 3 FTE periods					
	Geometry EOC.	will make learning					
	did not show any	gains in Geometry as					
	loorning going in	Evidenced by EOC					
	c , gains in	Evidenced by EOC					
	Geometry.						
	D ( C 2012						
	Data from 2012						
	is baseline data,						
	as this is the						
	first year the						
	Geometry EOC						
	was given.						
	517011.	1.2.	1.2.	1.2.	1.2.	1.2.	
		1.4.	1.∠.	1.4.	1.4.	1.4.	
		Students lack skills to	Students will be enrolled	Academic Manager,	The Math Teacher will	Student work and assessments.	
1		pass EOC tests.	in the E20/20 EOC prep		facilitate students work on	oracon work and abbeddiffents.	
1		puss LOC itsis.	courses; a computer based	Math Tagahar	E20/20.		
1			courses, a computer based	iviani i eachei	E20/20.		
1			instructional system				
1			to increase their math				
1			skills in order to pass the				
1			required assessments.				
			-				

2012-2013 School Imp							
Based on Ambitious but		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Achievable Annual Measurable							
Objectives (AMOs), Reading and							
Math Performance Target							
3. Ambitious but	Baseline						
	data 2010-						
	2011						
	2011						
(AMOs). In six year							
school will reduce their							
achievement gap by 50%.							
Geometry Goal #3:							
D 1 1:							
Reduce achievement gap							
by 10% or match District							
reduction in achievement							
gap differences.							
Dup differences.							

# **Mathematics Professional Development**

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

Please note that each

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

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

N/A

and/or

PLC Leader

(e.g., PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of

meetings)

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	Description of Resources Funding Source

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

End of Mathematics Goals

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

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

Biology EOC Goals	Problem- Solving Process to Increase Student 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	

<b>2012-2013 School Imp</b>		'lan Juvenil	<u>e Justice Education</u>	Programs		
1. Students scoring at	1.1.	1.1	1.1.	1.1	1.1	
Achievement Level 3, 4						
and 5 in Biology.	PACE students	PACE offers a	Academic Manager,	Students are given periodic	Progress is monitored	
and c in Brotogy	have gaps in	230-day school	_	Diagnostic assessments.	through the use of	
	their educational	year which	Science Teacher		diagnostics.	
	histories	offers students				
		additional		L		
		instructional		Results are available from	D ii4	
		hours through which learning		CORE K12.	Progress is monitored daily by the teachers.	
		gains can			daily by the teachers.	
	PACE students	increase.				
	attend the			Classroom teachers monitor		
	program for up			progress of the student's goal	Observations will	
	to 15 months.			biweekly, during academic	be performed by the	
		PACE employs		advising.	Academic Manager.	
	enrollment and	a low student				
	early transitions,					
	the year to year data is not	(12:1).				
	always a true					
	representation					
	of the same	PACE offers				
	population.	afterschool				
		tutoring.				

2012-2013 School Imp		ian Juvenn	e Justice Education	i i i ugi ailis			
Biology Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In the 2012-2013 school year, 70% of PACE Center for Girls students present for both Survey 2 and Survey 3 FTE periods will make learning gains in Biology							
as evidenced by the Biology EOC Scores.							
	0% of the 6 students present, in survey 2 and 3 who took the	2013 school year, 70% of PACE					
	did not show any learning gains in Biology.	FTE periods will					
	Data from 2012 is baseline data, as this is the first year the Biology EOC was given.						
		1.2. Students lack	1.2. Students will be enrolled	1.2. Academic Manager,	1.2. The Science Teacher will	1.2. Student work and assessments.	
		skills to pass	in the E20/20 EOC prep	_	facilitate students work on E20/20.		

# **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

PLC Leader

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)

N/A

Science Budget (Insert rows as needed)

Science Dudget (misert rows as nee	aca)		· · · · · · · · · · · · · · · · · · ·
Include only school-based funded			
activities/materials and exclude district			
funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

May 2012 Rule 6A-1.099811 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 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	2012-2013 School Improvement Plan Juvenile Justice Education Programs						
1. Students scoring at					1.1.		
Achievement Level 3 in							
Achievement Level 3 in							
Civics.							
C:	2012 Current	2013 Expected Level					
Civics Goal #1:	Level of	of Performance:*					
	Performance:*	of Performance.					
	remonnance.						
Enter narrative for the goal in this							
box.							
	Enter numerical	Enter numerical data					
	data for	for expected level of					
	current level of	for expected level of performance in this box.					
	performance in this						
	box.						

2012-2013 School Improvement Plan Juvenile Justice Education Programs 1.2. 1.2. 1.3. 1.3. 1.3. 1.3. 1.3. 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 and define areas in need of improvement for the following Monitoring Strategy group: 2. Students scoring at or 2.1. 2.1. 2.1. above Achievement Levels 4 and 5 in Civics.

2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
data for current level of performance in this box.						
					2.2.	
	2.3	2.3	2.3	2.3	2.3	

# **Civics Professional Development**

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

Please note that each

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

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)

N/A

Civics Budget (Insert rows as needed)

50)			
Description of Resources	Funding Source	Amount	
Description of Resources	Funding Source	Amount	
Description of Resources	Funding Source	Amount	
Description of Resources	Funding Source	Amount	
	Description of Resources  Description of Resources  Description of Resources	Description of Resources  Funding Source  Description of Resources  Funding Source  Funding Source  Funding Source	Description of Resources  Funding Source  Amount  Description of Resources  Funding Source  Amount  Description of Resources  Funding Source  Amount  Amount

-		 	
	Total:		

End of Civics Goals

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

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

U.S. History EOC Goals	Problem- Solving Process to Increase Student 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 Improvement Plan Juvenile Justice Education Programs 1. Students scoring at 1.1. Achievement Level 3 in U.S. History. U.S. History Goal #1: 2012 Current 2013 Expected Level Level of of Performance:\* Performance:\* Enter narrative for the goal in this box.

May 2012
Rule 6A-1.099811
<b>Revised May 25, 2012</b>

Enter numerical

current level of performance in this

data for

Enter numerical data for expected level of performance in this box. 2012-2013 School Improvement Plan Juvenile Justice Education Programs 1.2. 1.2. 1.3. 1.3. 1.3. 1.3. 1.3. 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 and define areas in need of improvement for the following Strategy group: 2. Students scoring at or 2.1. 2.1. above Achievement Levels 4 and 5 in U.S. History.

Civics Goal #2:	2012 Current Level of	2013 Expected Level of Performance:*	ustice Dudention				
	Performance:*						
Enter narrative for the goal in this box.							
0.000							
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		h 2	2.2	h 2	h 2	2.2	
		2.3	2.3	2.3	2.3	2.3	
1							

### **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/ 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)

N/A

### U.S. History Budget (Insert rows as needed)

May 2012			
Total:			
Subtotal:			
Strategy	Description of Resources	Funding Source	Amount
Other			
Subtotal:			
Strategy	Description of Resources	Funding Source	Amount
Professional Development			
Subtotal:			
Strategy	Description of Resources	Funding Source	Amount
Technology			
Subtotal:			
N/A			
Strategy	Description of Resources	Funding Source	Amount
Evidence-based Program(s)/Materials(s)			
funded activities /materials.			
activities/materials and exclude district			
Include only school-based funded			

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)).

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		

2012-2013 School Imp	rovement P	'lan Juvenil	e Justice Education	i Programs		
1. Career Education Goal		1.1.	1.1	1.1.	1.1.	
	to completing	and planning takes place as	Counselors and Spirited Girl Facilitator	academic advisor, notes from the meetings are documented in PACE's computerized	File reviews of student contact at the center including classroom participation, which is found in ETO	
				CHOICES is utilized as an interest inventory to record student's career interests and is used by the advisors as a tool.		
In the 2012-2013 school year, 100% of PACE students present for survey 2 and 3 will explore careers as part of the general curriculum.	2012 Current Level :*	2013 Expected Level :*				

 010 8011001 11115			c dustice Education	1108141110			
	\ /	100% of PACE					
	PACE students	students will					
	receive career	receive career					
		education as					
	part of a specific	part of a specific					
	course or general	course or general					
	education	education					
	curriculum.	curriculum.					
	1	1.2.	1.2.	1.2.	1.2.	1.2	
		students may find it challenging to think about a career when it is "too far away"	will research career types and	Academic Manager	their academic advisor notes from the meetings	File reviews of student contact at the center including classroom participation, which is found in ETO	

### **Career Education Professional Development**

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

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

PD Content /Topic Subject

Grade Level/

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)

	Desc
Subtotal:	-
	Desc
Subtotal:	-
	-
	Desc
Subtotal:	
	+
	Desc
Constant	
Grand Total:	
	Subtotal:  Subtotal:  Subtotal:

Guiding	Questions to	Inform	the Pr	roblem-	Solving	Process
~ ~ ~ ~ ~ ~	A			0.01011	~ ~	

- How does the program deal with transition planning (entry and exit transition)?
- How many students successfully transition (e.g., return to school, find employment)?

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

	s, morace me	mannoer or st	additio the percentage	represents next to the per	reemage (e.g. 7070	(30)).	
	Problem-						
TRANSITION	Solving						
GOAL(S)	Process to						
GOIL(S)	Increase						
	Student						
	Achieveme						
	nt						
Based on the analysis of school	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
data, identify and define	Barrier		Responsible for Monitoring	Effectiveness of			
areas in need of improvement:				Strategy			

2012-2013 School Imp	rovement P	'lan Juvenil	e Justice Education	i Programs		
1. Transition Goal	1.1.	1.1.	1.1.	1.1	1.1	
	transitory nature of our students, students may abruptly leave PACE without engaging in the transition process.	engage in a lengthy transitions planning process which begins when the student enrolls at PACE. The student will be made aware of educational placement options and plans. Social Services Manager and social service counselors engage in follow-up consultations to offer support and any needed guidance in the post-transition time.	counselors, transition counselor	1st 3 months-once a month  After three months every 6 weeks	Measure report from ETO. Notes on efforts qualifier in ETO.	
In the 2012-20123school year 100% of transitioning girls will do so successfully into an appropriate educational setting or into a vocation.	2012 Current Level :*	2013 Expected Level :*				

2012-2013 School Improvement P	ian Juvenn	e Justice Education	i i rograms			
leaving PACE	setting or into a vocation.					
	immediately	a service plan for each	Social Service Manager	1.2.  Counselors will document contacts with the girls in their service plan.	1.2 Year end outcome Measure report from ETO.  Notes on efforts qualifier in ETO.	
	often do not have a support system at home to encourage	Counselors and teachers will support the girls through the transition process, ensuring that each girl feels that someone cares where she goes next.		1.3.  Counselors and teachers meet with the girls and determine their challenges and document these contacts in their service plan.	Measure report from ETO.	

### **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

PLC Leader

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)

N/A

**Transition Budget** (Insert rows as needed)

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

201	013 School Improvement Plan Juvenile Justice Education Programs	
		G 14 4 1
Ot		Subtotal:
Stı	V.	
50	y	
		Grand Total:
End	Transition Goal(s)	
	dance Goal(s) (For Day Treatment Programs Only)  efer 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	
	nat was the attendance rate for 2011-2012?	
•	w many students had excessive absences (10 or more) during the 2011-2012 school year?	
•	nat are the anticipated barriers to decreasing the number of students with excessive absences?	
•	nat strategies and interventions will be utilized to decrease the number of students with excessive absences for 2012-2013?	
-	w many students had excessive tardies (10 or more) during the 2011-2012 school year?	
•	nat are the anticipated barriers to decreasing the number of students with excessive tardies?	
	nat strategies and interventions will be utilized to decrease the number students with excessive tardies for 2012-2013?	
* W	using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).	
	NDANCE Solving Process to Increase Attendance	

Descr

2012 2016 School	i improvemer	tt i ian oa tenn	c oustice Education	i i i ogi amis		
Based on the analysis of attendance data, and	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool	
reference to "Guiding						
Questions", identify and				Strategy		
define areas in need of				Strategy		
improvement:						
1. Attendance Goal	1.1.	1.1.	1.1.	1.1.	1.1.	
# 1						
				Students check in on the	Attendance Percent	
		all counselors to call	L	computer on a daily basis.	report	
		every student's parent	PACE Counselors	ETO is monitored during 1st		
		when the student is		period for potential absences.		
	inhibit their success in school. These	absent from school.		After 1st period all parents of absent students are called.	Monthly census report	
	risk factors include			Calls are documented in ETO,	from ETO.	
	truancy; academic			which is PACE's computerized	nom Ero.	
	underachievement;			documentation system.		
	dropping out;			ĺ		
	delinquency;					
	pregnancy; histories					
	of physical and					
	sexual abuse;					
	substance abuse; and/or running away.					
PACE Center for Girls	2012 Current	2013 Expected				
THEE COME TO GING	Attendance Rate:*	Attendance Rate:*				
will increase attendance						
by 5% by the end of 2012-						
2013 school year, and						
increase on time students						
by 2% by the end of the						
school year.						
	71.44% (66)	80%				
	2012 Current	2013 Expected				
	Number of Students	Number of Students				
	with Excessive	with Excessive				
	Absences	Absences				
	(10 or more)	(10 or more)				

38% (25)	2%		O			
Number of Students with Excessive Tardies	2013 Expected Number of Students with Excessive Tardies					
47% (31)	(10 or more) 2%					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	a history of excessive	encourage girls to come to	_	PACE keeps daily, monthly and yearly census numbers to	Attendance Percent report.	
			PACE Counselors	These percentages are	Monthly census report from ETO	
	1.3.			reported to PACE state office and to DJJ	1.2	
			1.3.	1.3.	1.3.	
	a history of habitual	attendance goals for students	_	report to determine the	Attendance Percent report	
	motivation to attend	those plans and be able to reach the goals. The counselors hold each student	PACE Counselors	girls who are absent; this report is discussed in the care review on a weekly basis.	Monthly census report from ETO	
		accountable for their actions.	Teachers			

### **Attendance Professional Development**

Professional
Development
(PD) aligned with
Strategies through
Professional
Learning

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

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

PD Content /Topic Grade I

Grade Level/ Subject PD Facilitator

PLC Leader

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)

N/A

**Attendance Budget** (Insert rows as needed)

Include only school-based funded			
activities/materials and exclude district			
funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	1		
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
N. 2012	ı	L	

Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Attendance Goals

Final Budget (Insert rows as needed)

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

### **School Advisory Council**

School Advisory Council (SAC) Membership Compliance

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

X Yes  $\Box$ No

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

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

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

• Share best practices among Alternative Education sites.

- Provide necessary staff training for sites.
- Improve transition practices for Alternative Education sites.