Executive Summary

PACE Center for Girls of Alachua opened it's doors on January 21st, 1998. PACE is a nonresidential, gender-specific program for girls ages 12 – 18 who are experiencing difficulty or conflict in school and at home. PACE's purpose is to intervene and prevent high school drop-outs, juvenile delinquency, teen pregnancy, drug and alcohol addiction and welfare dependency. PACE promotes and enables these young women to complete their education, build self-esteem, and develop personal, social and family relationship skills. Building on this foundation, the students become productive citizens through responsible decision making.

PACE Alachua has a contract with the School Board of Alachua County to provide academic services to our girls, who are in 6th – 12th grade. The PACE Alachua School Improvement Plan for 2008 – 2009 was developed with input from parents, students and staff, taking into consideration the results of FCAT and standardized test scores from last year.

Results from a snapshot of our girls taken March 16, 2007 reveal that 75.6% were 2-8 years behind in reading, 48.8% were at least 5 years behind in reading, 79.5% were 2-8 years behind in math and 19.5% were at least 5 years behind in math. The fact that the majority of our girls come to us with multiple risk factors for dropping out of school as well as histories of truancy and academic failure guided our thinking in creating our plan. Since our students are only with us for approximately a year, as opposed to having them for three years of middle school or four years of high school, we are aware that we must encourage and help to motivate them from the first day they arrive.

We will also continue to cultivate relationships with the families of our girls next year with individual monthly meetings, phone calls home when their daughter does something positive and several special events planned for families.

Kathie Southwick, Ed.S., LMHC
Executive Director

2008 – 2009

SCHOOL IMPROVEMENT PLAN
TEMPLATE

School Name: PACE Center for Girls, Inc

- ❒ Vision/Mission
- ❒ School Profile Demographics
- ❒ Student Achievement Data
- ❒ School Match
- ❒ Quality Staff
  - Highly Qualified Certified Administrators
  - High Quality, Highly Qualified Teachers
- ❒ Additional Requirements
  - Communication with Parents regarding Choice Options
  - Extended Learning Opportunities
  - School-Wide Improvement Model
  - Preschool Transition
- ❒ Goals
  - Reading
    - Objective
    - Budget
    - Instructors
  - Mathematics
    - Objective
    - Budget
  - Writing
    - Objective
    - Budget
  - Science
    - Objective
    - Budget
  - Parental Involvement
    - Objective
    - Budget
- ❒ Return on Investment
  - Objective
- ❒ SAC Members
- ❒ Total Budget
- ❒ Implementation Evaluation

VISION/MISSION **(All Schools)**

MISSION:
PACE Center for Girls, Inc. provides and young women an opportunity for a better future through: Education, Counseling, Training & Advocacy
VISION:
PACE – Alachua provides a joyful sanctuary where girls and staff create hope for the future together.
PHILOSOPHY:
PACE values all girls and young women, believing each one deserves an opportunity to find her voice, achieve her potential and celebrate a life defined by responsibility, dignity, serenity and grace.

SCHOOL PROFILE /DEMOGRAPHICS **(All Schools)**

- PACE is a leader in recognizing that to be effective with girls, prevention programming needs to be truly gender specific. For 21 years, we have consistently advocated for the changes necessary to produce programming and systems that more effectively assist girls in the juvenile justice system. Since opening in 1985, PACE has served over 5,000 at-risk girls and has help 90% of the girls completing the PACE program stay out of or not re-enter the juvenile justice system. This is prevention programming that works.
- PACE Center for Girls, a gender responsive, school based program, was established in 1985 as an alternative to incarceration or institutionalization of at-risk adolescent girls in Jacksonville, Florida. Based on the success of the Jacksonville program and at the request of the Florida Department of Juvenile Justice, PACE has been successfully replicated in 18 cities throughout Florida.
- The expansion of PACE has been based on two factors. One, the overall effectiveness of our gender responsive prevention programming and two our advocacy efforts in helping communities understand the critical importance of designing programs, approaches and systems that incorporate the needs of adolescent girls and their families. We have 20 years of experience and first hand knowledge of how impactful services can be if the perspective of the teenage girl is respected and valued.
- PACE Center for Girls of Alachua opened its doors on January 21st, 1998. We have a 230-day academic year and serve 37-39 girls each day. Our population varies, but, in general remains approximately 75% African-American, 24% White and 1% Hispanic/other. Approximately 75% come from low or very low-income levels and the majority is from single parent households. Most have been expelled or suspended from public school, been truant and are 2-8 years behind in math and reading. Over 70% of our girls must demonstrate at least 3 out of the 4 risk factors identified by the Department of Juvenile Justice for becoming involved in illegal activities and dropping out of school. These are girls who are very likely to be lost to society without additional support and resources. PACE staff meet weekly to review each girl's progress and create interventions to help her to reach her goals. They meet monthly with parents to review their daughter's progress. We follow the girls for three years after they leave the program and offer any services we can provide during that time. Teacher/student ratio is 1 to 12. Our curriculum is self-paced competency based in order to meet the diverse educational needs of each student.

SCHOOL DATA SUMMARY **(All Schools)**

The following charts displays data from the Spring 2008 FCAT.

PACE Center for Girls
FCAT READING SCORE - 2008
ACHIEVEMENT LEVEL (1-5)

6th Grade			7th Grade			8th Grade			9th Grade			10th Grade				10th Grade Retake		
1's	2's	3's	1's	2's	3's	1's	2's	3's	1's	2's	3's	1's	2's	3's	4's	1's	2's	3's
1	0	2	1	1	1	3	1	1	10	2	1	4	6	0	0	2	0	0

PACE Center for Girls
FCAT MATH SCORE - 2008
ACHIEVEMENT LEVEL (1-5)

6th Grade			7th Grade			8th Grade			9th Grade				10th Grade				10th Grade Retake		
1's	2's	3's	1's	2's	3's	1's	2's	3's	1's	2's	3's	4's	1's	2's	3's	4's	1's	2's	3's
2	1	0	1	1	2	4	2	0	10	1	0	1	6	3	0	1	0	0	0

PACE Center for Girls
FCAT SCIENCE SCORE - 2008
ACHIEVEMENT LEVEL (1-5)

8th Grade			11th Grade		
1's	2's	3's	1's	2's	3's
3	1	0	3	1	0

QUALITY STAFF (All Schools)

Highly Qualified, Certified Administrators

Kathie Southwick is the Executive Director of PACE Center for Girls of Alachua. She opened up the Alachua County center, one of 19 centers statewide, in January of 1998. Kathie received her Bachelor's Degree in Journalism and Public Relations and holds a Specialist and Master's Degree in Counselor Education, all from the University of Florida. Prior to her work with PACE, Kathie worked with juveniles as the Teen Court Coordinator at the Alachua County Courthouse. In addition to working with Teen Court defendants, Kathie was in Charge of coordinating volunteers to serve as attorneys and was a member of the Board of Directors of the Florida Association of Teen Courts. Kathie is a Licensed Mental Health Counselor in the State of Florida and has also operated a private counseling practice, taught at Santa Fe Community College and was a Guidance Counselor at North Marion Middle School in Ocala. She is Past President of the Alachua County Juvenile Justice Council and has served on the Board of Directors of the Gainesville Commission on the Status of Women.

Tawanna Hines is the Academic Manager of PACE Center for Girls of Alachua. She has been with PACE for four years. Tawanna obtained a Bachelor's Degree in Business Economics from Florida Agricultural & Mechanical University, and holds a Professional Teacher Certification in Math from the State of Florida. Tawanna worked six years in the public school system and seven years in the private sector. Eleven of the thirteen years of teaching were with at risk youth.

Michael Norowski is the Social Services Coordinator of PACE Center for Girls of Alachua. He has held this position at PACE for the last eight years. Michael received his Bachelor's Degree in Psychology and holds a Specialist and Master's Degree in Counseling Education from the University of Florida. He has worked with "at risk" teens for the past eleven years, first as a counselor at the Interface Youth Shelter in Gainesville and then as a Counselor for the Family Action Program of Corner Drug Store, Inc., in Bradford and Union Counties. He was also the Residential Supervisor of the Interface Youth Shelter in Palatka prior to coming to PACE.

High Quality, Highly Qualified Teachers

All teacher are considered Highly Qualified and/or in compliance.

School Advisory Council (All Schools)

(For Charter Schools, Governing Body applies.)

The School advisory Council is made up of 12 members representing instructional and non-instructional staff, parents, and community. This group meets four times a year; the date, time and place of all meetings are publicized.

Duties and activities of SAC members:

- **Assist in the preparation, implementation and evaluation of the School**

improvement plan and annual budget.

- **Promote communication among students, staff, parents, administration, and the community.**
- **Serve as a resource for the principal and perform such functions as are requested by the principal.**

District procedures for electing and/or appointing advisory council members:

- **Nominations occur during the month of April and the election process is during the month of May.**
- **Teachers will be chosen by teachers, parents are chosen by parents, students are chosen by students and the principal shall select the other citizens for membership.**

How the SAC assisted in the preparation and evaluation of the school improvement plan and the school's annual budget:

A copy of the School Improvement plan and budget was distributed and discussed with the School Advisory Council. Each member was asked to review and notify Academic Manager if they wanted to revise any information.

Extended Learning Opportunities (All Schools)

Students have additional learning opportunities after school on an as needed basis. Teachers provide help with homework, class work and individual tutoring. The University of Florida has been an asset to our program due to the fact that students attending the University intern and/or volunteer at our program. We also offer full-day summer school, which gives students extra time to complete course work.

GOALS for Each Academic Area (All Schools)

READING

Needs Assessment:

We used in class assessments combined with data from FCAT to determine student needs. Approximately 78% of students are on level 1 & 2.

Reading Goal Statement:

The total student body and 65% of Economically Disadvantaged students will score level three or higher on FCAT Reading.

OBJECTIVES FOR READING
Please write an objective for each subgroup that does not meet state or NCLB requirements. Anticipate the groups you think may not meet the requirements – space has been provided to write 4 objectives. If you need more space, please cut and paste additional narrative boxes.

Identify subgroups/needs:

___ African-American
___ Hispanic
___ White
___ American Indian
___ Asian
___ Students with Disabilities
_X_ Economically Disadvantaged
___ Limited English Proficiency
___ Lowest 25% performing students on FCAT
___ Level 1 Students
___ Improved performance in tested clusters

1. **Objective:**

The Economically Disadvantaged students enrolled in Level 1 for six months or longer shall Increase by at least 10%.

Strategies:

- Scheduling – 90 minute Block to accommodate intensive reading for all students who are at least two grades behind in reading.
- Implemented Reading Counts. A program that is reinforce with Weekly awards. The top reader of the week is rewarded with a "Reading Rocs" t-shirt and a new book for their personal library. The top ten students with the most read books at the end of a semester participate in a field trip to a theme park in order to encourage daily outside reading.
- Evaluate and determine learning styles and develop lesson plans and curricula that meet the diverse learning styles of the students
- Scheduling – 50 minute Block of one-on-one tutoring with students who scored 1 or 2 on FCAT or are students who score in lowest quartiles.
- Create Individual Academic plan (ITPs/IAPs) objectives to address Reading needs.
- Year round preparation for FCAT Reading.
- Language Arts Instructor will identify individual needs during one-on-one sessions and strategically incorporate into classroom lessons.
- Daily five minutes skills enhancement sessions.
- Tutoring as required or as requested.

Evaluation:
Identify how you will measure progress to achieve your objective. Be specific.

1. Student progress will be measured every two weeks by common assessments constructed in-house by content area teachers.
2. STAR Test quarterly.
3. Jamestown Fluency Test quarterly for middle school students.

Research-Based Program:

Identify the research-based reading program used to instruct each subgroup.

- SRA corrective Reading is a complete core reading program intended for students in grades 4 – 12. It is a state adopted research-based program used for class instruction as well as one-on-one and small group teaching
- Lee County, Alabama (1997) evaluated the effects of Corrective Reading with 4th grade and with 7th to 10th grade at-risk students by comparing the at-risk students' growth in reading with the average growth of students in the county. Students who scored below the 23rd percentile on the Stanford Achievement Test (SAT) were categorized as at-risk. At-risk students received less than 80 days of instruction (approximately 60 hours) in Corrective Reading. In Lee County, the Stanford Achievement Test is given each spring. Gain scores were calculated from the previous administration of the SAT to the one following the implementation of the Corrective Reading program.
- In grade 4, at-risk students in Corrective Reading improved10.5 percentile points against the district average loss of 3.5 percentile points. Sixty-six (80%) of the 83 at-risk students made significant gains and 44 moved out of the at-risk category.
- The at-risk students in grades 7-10 in Corrective Reading improved 12 percentile points against the district average improvement of 1.5 percentile points. Sixty-one of the 75 at-risk students showed significant gains. Forty-three (57%) moved out of the at-risk category.
- In this implementation, at-risk students were pulled out of the regular program to receive Corrective Reading. District officials reported anecdotally that students initially were reluctant because they felt they were being categorized as "special ed." However, after starting the class, students were reported to "thoroughly enjoy" the reading lessons, asking if they could do it again next year. Regular teachers, reading teachers, and parents reported that students' self-esteem seemed significantly improved.
- Sommers (1995) also evaluated the effectiveness of Corrective Reading over a seven-year period. She documented the reading growth of 112 students in a non-categorical program for remediating reading problems (students with learning disabilities and at-risk students combined). Subjects were 6th, 7th, and 8th grade students from a rural high school with a high percentage of transient families. All students read from two to three grade levels below their grade placement, indicating they had previously failed to make one month of progress in reading for each month of instruction. The Gates MacGinitie was used to calculate mean gain scores for students placed in either Decoding B, C or Comprehension B, C of the Corrective Reading Program. Eighth graders gained 2.5 months per month of instruction; 7th graders gained 1.35 months per month of instruction; and 6th graders gained 1.1 months per month of instruction.

Professional Development Aligned with this Objective:

Training will be provided on the Continuous Improvement Model. The Academic Manager will review data collected during the monthly academic meeting to acknowledge areas of growth and/or areas needing improvement/changes. All reading instructors will begin completing course work to satisfy requirements to obtain the Reading Endorsement, and will attend in-service trainings offered by the District that will enhance the reading program. Each reading teacher will be responsible for researching the internet and collaborating with teachers at other schools, to find invigorating ways to maintain student interest and success in reading.

BUDGET:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology				
Professional Development	Reading Endorsement training	School Board of Alachua County	District Funds	0
Other				
		Total:		

READING ELEMENTS

Highly Qualified Certified In-Field Instructors:

Provide a list of and a brief narrative about the certified quality instructors in reading. List the instructors by assignment and certification area, as well as any related endorsement.

Lindsay Lege' is in compliance with NCLB. She has completed two of the four reading components towards the reading endorsement, and her current certification is in Social Science 6^{th} – 12^{th}.

GOALS

MATHEMATICS

Needs Assessment:

We used in class assessments combined with data from FCAT to determine student needs. Approximately 82% of students are on level 1 & 2.

Mathematics Goal Statement:

Provide statements of intended improvement that are of a long-term nature.

The total student body and 68% of Economically Disadvantaged students will score level three or higher on FCAT Math.

OBJECTIVES FOR MATHEMATICS

Please write an objective for each subgroup that does not meet state or NCLB requirements. Anticipate the groups you think may not meet the requirements – space has been provided to write 4 objectives. If you need more space, please cut and paste additional narrative boxes.

Identify subgroups/needs:

___ African-American
___ Hispanic
___ White
___ American Indian
___ Asian
___ Students with Disabilities
_X_ Economically Disadvantaged
___ Limited English Proficiency
___ Lowest 25% performing students on FCAT
___ Level 1 Students
___ Improved performance in tested strands

1. **Objective**:

The Economically Disadvantaged students enrolled in Level 1 for six months or longer shall Increase by at least 10%.

Strategies:

- ❖ Scheduling – 50 minute Block to accommodate intensive math for all students who are at least two grades behind in math.
- ❖ Scheduling – 50 minute Block of one-on-one tutoring with students who scored 1 or 2 on FCAT or are at least two grades behind.
- ❖ Create Individual Academic plan (ITPs/IAPs) objectives to address mathematic needs.
- ❖ Evaluate and determine learning styles and develop lesson plans and curricula that meet the diverse learning styles of the students
- ❖ Utilize academic assessment data to provide needed academic support to all students. This will be accomplished by incorporating Accelerated Math and the Orchard remedial program.
- ❖ Implement Accelerated Math, a computer based program.

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

1. Student progress will be measured by common assessments constructed in-house by content area teacher.
2. Entry-Exit Test using BASI.
3. Standardized test – FCAT.

Research-Based Program:

Identify the research-based mathematics program used to instruct each subgroup.

Accelerated Math:

Students Receiving Free or Reduced Lunch and Title I Students

The largest of the demographic and socio-economic groups analyzed in this report—157 Accelerated Math students—were indicated as receiving free or reduced lunch. Additionally, 132 Accelerated Math students were designated as Title I. Due to the nature of the federal Title I program and the criteria for receiving free or reduced lunch, there is some overlap between the two groups of students eligible for each program. Of 132 Title I Accelerated Math students and 157 Accelerated Math students receiving free or reduced lunch, 56 are indicated as eligible for both programs. Of 138 Title I control students and 175 control students receiving free or reduced lunch, 51 are indicated as eligible for both programs. Rather than try to discern differential effects on students eligible for only one of the programs, we chose to leave dually designated students in the analyses for each group. For our purposes, designations of eligibility for either free or reduced lunch or Title I serve as proxies indicating low socio-economic status.

Teacher Survey Results

Teachers' views of Accelerated Math were extremely positive. They indicate that the program brings about positive changes in student performance and outcomes, and that students enjoy math and take responsibility for their work. Most importantly, those teachers who used Accelerated Math indicate that it is easier to manage individual differences and meet the needs of a very diverse group of learners. Readers should recognize that these strongly favorable outcomes were achieved without sorting from the experimental group the three teachers who actually did not use Accelerated Math with their classes.

CONCLUSION

Implementation of Accelerated Math as a curriculum-based instructional management system had significant and profound positive effects on the performance of students in grades three through six. Results in grades 7 through 10 were mixed, largely as a function of sample size, length of intervention, implementation issues, and the limited sensitivity of the dependent measure (STAR Math) to the curriculum of students at this level.

In general, students who received Accelerated Math as an enhancement demonstrated significantly higher gains in math achievement than students who did not participate in the Accelerated Math program. We followed up the main study by conducting a set of supplemental analyses on specific subgroups. In this subgroup analysis we reported on the performance of students who are gifted and talented, learning disabled or special education, low achievers, English language learners, eligible for free or reduced lunch, or Title I.

Accelerated Math had a significant effect in all respects for students who are gifted and talented, low achieving, English language learners, eligible for free or reduced lunch, and Title I. The intervention did not produce significant effects for students with learning disabilities or those eligible for special education services. We think that, overall, this is good news.

Implementation of Accelerated Math results in improved performance for students at multiple points on the ability/disability spectrum. We demonstrated that, in general, the program works.

And, in this set of supplemental analyses, we demonstrated that Accelerated Math is effective for students who are gifted and talented, low-achievers, English language learners, or in poverty.

Consistently, students who participated in Accelerated Math outperformed those who did not. A major finding of this large study was that intervention integrity is a crucial factor affecting the success of the program. In schools today there are major differences in the extent to which teachers implement instructional interventions in a manner consistent with the publisher's intended implementation. It is not surprising to learn that when teachers do not implement the program, or do so in a half-hearted way, the students do not benefit from it. This is like finding that patients who do not take their doctor-prescribed medications do not benefit from those medications. We were able to demonstrate that when the program is implemented with a high degree of intervention integrity, results are outstanding. However, even when intervention integrity was modest, gains were still significant.

We examined the extent to which students enrolled in classes of teachers who make use of supplementary implementation assistance profit more than those enrolled in classes of teachers who do not use this assistance. The initial results were not statistically significant with respect to NCE gain although students of teachers who used the assistance showed higher levels of implementation. It may be that teachers sought implementation assistance but did not use the suggestions of the consultants

In addition to the strong positive gains in math performance we were able to demonstrate that student's attitudes toward math improve with the use of Accelerated Math. And, we showed that teacher's reports of student performance and progress under the two treatment conditions strongly favored those who participated in Accelerated Math.

The strong positive gains evidenced in this study were achieved by implementing Accelerated Math for only one semester, and putting the intervention in place in mid-year. The results were very impressive given the timing and length of time of the study. Accelerated Math is a powerful intervention for improving math outcomes for students.

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities, planned to

Training will be provided on the Continuous Improvement Model. The Academic Manager will review data collected during the monthly academic meeting to acknowledge areas of growth and/or areas needing improvement/changes. The math teacher, Mr. John, will attend District in-services and workshops that will assist in further growth for the math department. He will also participate in a training offered Renaissance Learning, developers of Accelerated Math to get updates on the usage and benefits of the program. The math teacher will build relationships with other math teachers to learn more invigorating ways to build student interest and success in math.

BUDGET:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)	Slots for students	PACE Center for Girls	-	0
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology	Server	PACE Center for Girls	-	0
Professional Development				
Other				
		Total:		

MATHEMATICS ELEMENTS

Highly Qualified Certified In-Field Instructors:

John LaIacona is a "Highly Qualified" teacher. He has obtained a BS in Systems Engineering, and a Master's Degree in business Administration. He currently holds a temporary certificate in Mathematics 6-12th, 5-9th and also in Middle Grades Intergraded Curriculum in the State of Florida. He has 30+ years experience as an Engineer and also served in a Supervisory role.

GOALS

WRITING

Needs Assessment:

Student observations showed that students with a deficiency in writing directly correlate with the lack of writing.

Writing Goal Statement:

To increase student proficiency in writing.

Objective:

A minimum of 90% of Economically Disadvantaged students will score level three or higher on FCAT.

Strategies:

Focus on a few specific strategies for which you can collect comparable data to assess progress.

- ❖ Staff will collaborate to come up with strategies that will motivate and encourage students to write more.
- ❖ Staff will set up and place on calendar twice a year an "Write Only Day" in which students and staff can only communicate in writing.
- ❖ Peers Review – students will edit and provide feedback on each other's essays.

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

1. Student progress will be measured by common assessments constructed in-house by content area teacher.
2. Test annually using the Basic Achievement Skills Inventory and Mather Woodcock Writing Assessment.
3. FCAT Writing

Research-Based Program:

Identify the research-based program used to teach writing.

Mather Woodcock Writing Assessment:

The Mather-Woodcock Group Writing Tests is a group-administered assessment that measures important writing skills. The information obtained by the GWT may be used to identify problems/weaknesses early, measure growth in writing skills, help in instructional planning, and evaluate curriculum.

Standardized on 5,480 individuals nationwide, normative data for the GWT are based on data from a common norming sample with the WJ-R. The reliability and validity characteristics of the GWT meet basic technical requirements for both individual placement and programming decisions. The GWT has three forms: Basic, Intermediate, and Advanced, each covering several grade levels.

* Basic Form-- Use with grades 2.0 to 3.9
* Intermediate Form-- Use with grades 4.0 to 7.9
* Advanced Form-- Use with grades 8.0 to 16.9

Each form contains the following four tests:

Dictation Spelling-- measures spelling ability

Writing Samples-- determines ability to express ideas in writing

Editing -- indicates ability to detect and correct punctuation, capitalization, usage, and spelling errors in written text

Writing Fluency-- measures ability to write simple sentences correctly and quickly

Professional Development Aligned with this Objective:

Training will be provided on the Continuous Improvement Model. The Academic Manager will review data collected during the monthly academic meeting to acknowledge areas of growth and/or areas needing improvement/changes. The writing teacher will attend District in-services and workshops that will assist in further growth and success in writing.

BUDGET:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology				
Professional Development				
Other				
		Total:		

GOALS

SCIENCE

Needs Assessment:

Assessments used by instructor show that students have a disadvantage in science due to their reading level.

Goal Statement:

Provide statements of intended improvement that are of a long-term nature.

Improve the overall academic performance in Science.

OBJECTIVES FOR SCIENCE

1. **Objective**

Average Science scale score by grade will increase by 1 point over 2007-2008 scale scores.

Strategies:

- ❖ Hands-on lessons will be included in science curricula.
- ❖ Incorporate content related reading strategies that will enable students to learn science concepts at their reading level.
- ❖ Year round Science FCAT Preparation.

- ❖ Daily focus question using concepts reflecting Sunshine State Standards.
- ❖ One-on-one guided instruction that will assist student in regards to her individual needs.

Evaluation: Identify how you will measure progress to achieve your objective. Be specific.

1. In-house assessment
2. FCAT Score

Professional Development Aligned with this Objective: Identify specific training, along with a timeline of professional development activities.

Training will be provided on the Continuous Improvement Model. The Academic Manager will review data collected during the monthly academic meeting to acknowledge areas of growth and/or areas needing improvement/changes. The science teacher will attend District in-services and workshops that will assist in further growth and success in science.

BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology				
Professional Development				
Other				
		Total:		

SCIENCE ELEMENTS
Highly Qualified Certified In-Field Instructors

Inga Harrington is a "Highly Qualified" teacher. She obtained a B.S. Degree in Food Science, and currently holds a Temporary Certificate in Middle Grades General Science (grades 5-9) and Biology 6th -12th. Inga has 2 ½ years experience as a science teacher covering grades 6th – 12th.

GOALS

PARENTAL INVOLVEMENT

Needs Assessment:

The need is determined by the lack of parental involvement in their student's education as evidenced by parental participation during the 2007-2008 school.

Goal Statement:

95% of parents/guardians will participate in at least one classroom activity, school function, conference, open house, or SAC sponsored event during the 2008-2009 school year.

OBJECTIVES FOR PARENTAL INVOLVEMENT

Objective:

Objective must be measurable.

All staff will collaborate and develop innovative ways to expand home-school communication and facilitate parental involvement in the education of their daughters'.

Strategies:

- The staff will continue to update and revise parent involvement policy outlining shared responsibility for improving student achievement.
- Schedule monthly home visits at convenient times for parents.
- Inform parents of homework responsibilities and ask their help in monitoring this at home.
- Have parents assist in the reading goal by reading with their daughter at least once a week.
- Provide parents with free copies of the Gainesville Sun which they can utilize at home to read with their daughter.
- Utilize planners/home communication folders in all grades to facilitate daily communication between staff and parents about student's academic progress.
- Invite parents to recognition programs.
- A minimum of four SAC meetings will be advertised to all parents in order to involve them in the improvement of school programs and the education of their daughter.
- Enjoyable and positive activities will be provided at the school for parents to participate in order to provide quality time and involvement with their daughter.
- Staff will phone parents to share with them positive achievements and accomplishments going on with daughter at school.
- Parents will be involved in the strategic planning process each year.

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

- Keep a record of parent attendance with sign-in sheets at all activities to which parents are invited
- Exit surveys completed by parents
- End of year survey asking parents to rate our efforts at communication and involving them in their daughter's life.

Research-Based Program:

National Standards for Parent/Family Involvement Programs:
http://www.pta.org/parentinvolvement/ standards
The standards clearly delineate those practices that have been shown to lead to success and high-quality parent involvement programs.

Professional Development Aligned with this Objective:

Over the next year, there will be several informative trainings for parents. Some to include are:

- How GPA is averaged
- How we use Individual treatment Plans
- What are Gender Specific Risk factors and how it relates to PACE Center for Girls, Inc
- Explain the values and principles of PACE Center for Girls, Inc
- How we use "Roadmaps"

BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology				
Professional Development				
Other				
		Total:		

SAC MEMBERS:
List SAC members by name and identify position/role of each person.

1. Principal – Kathie Southwick
2. Teachers – Tawanna Hines, Inga Harrington, and Kimberly Berry
3. Parents – James Earles, Cindy Handley, and Jackie Coleman
4. Career Service – Kathy Scott (Secretary)
5. Other Citizens – Patricia Lee, Virginia Rahmings, and Michael Scott
6. Student – Diamond Earles

FINAL BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology				
Professional Development				
Other				
		Total:		

IMPLEMENTATION EVALUATION (Previously adequate progress)

- Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts:

Does the final evaluation show that objectives were met? If not, are there strategies for an analysis of why not that can be used to refocus next year's plan?