



HOPE SCHOOL REPORT OUT DATA

2010-2011 Goals for Advance Ed Accreditation

2011-2012 Goals for Advance Ed Accreditation

GOAL #1

❖ Students will maintain or improve their mathematical skills in all areas as determined by PLATO pre/post testing scores. Each student is required to participate in pre-testing to determine the appropriate program in math. Since students leave quickly and without notice

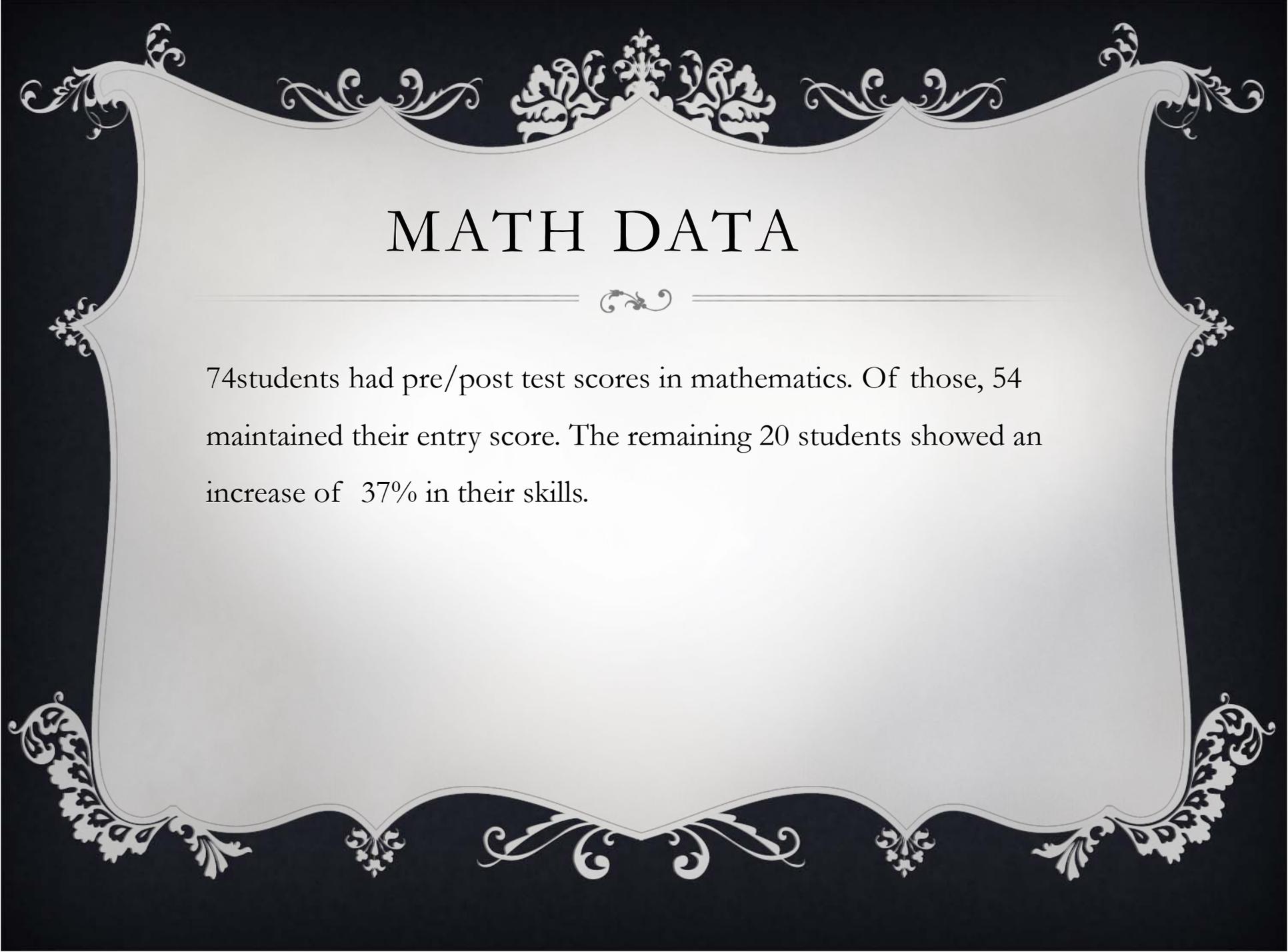
post scores are taken from the last session the student was working on PLATO assignments.



SUPPORTING DATA

Due to a technical glitch, data for the entire 2010-2011 year is not available. Data that is available is from January 3, through June 30, 2011. The data shows that a total of 146 students tested in reading and math using the PLATO program. Of those 109 maintained their academic ability as evidenced by the pre/post scores. There were 37 who showed growth in at least one area. This is a total increase of 25%.

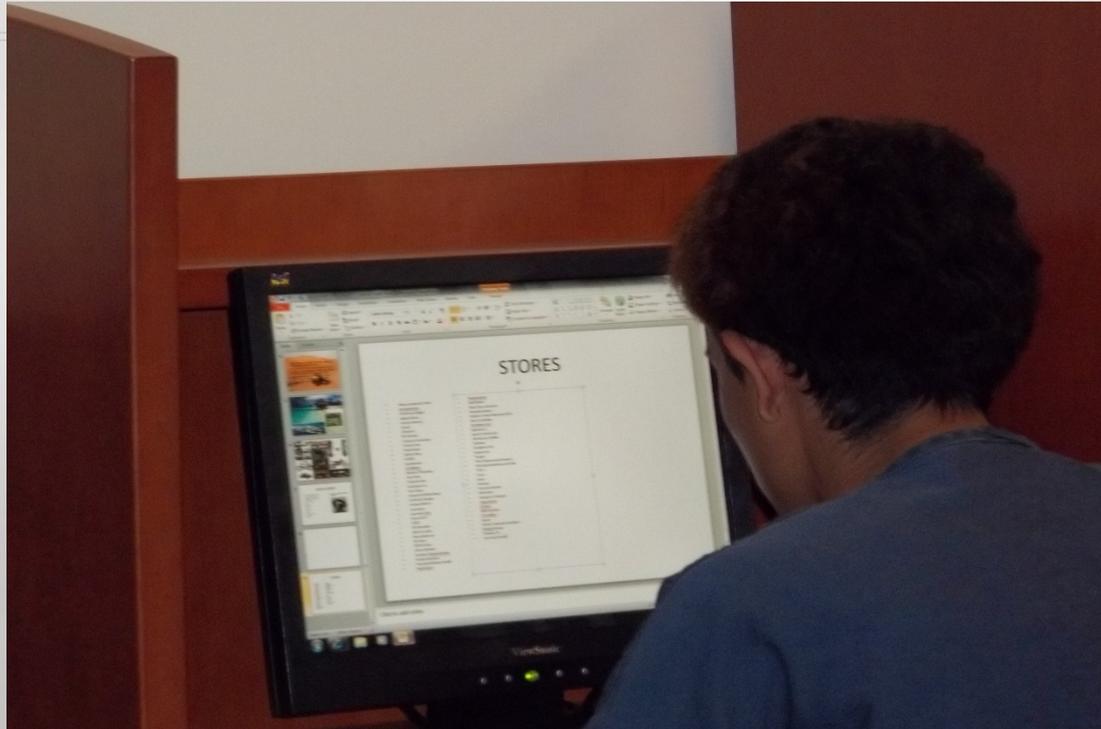




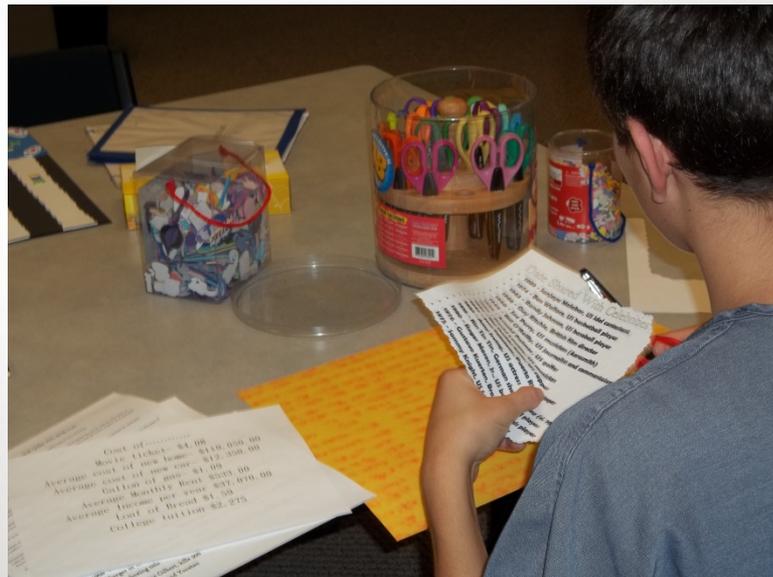
MATH DATA

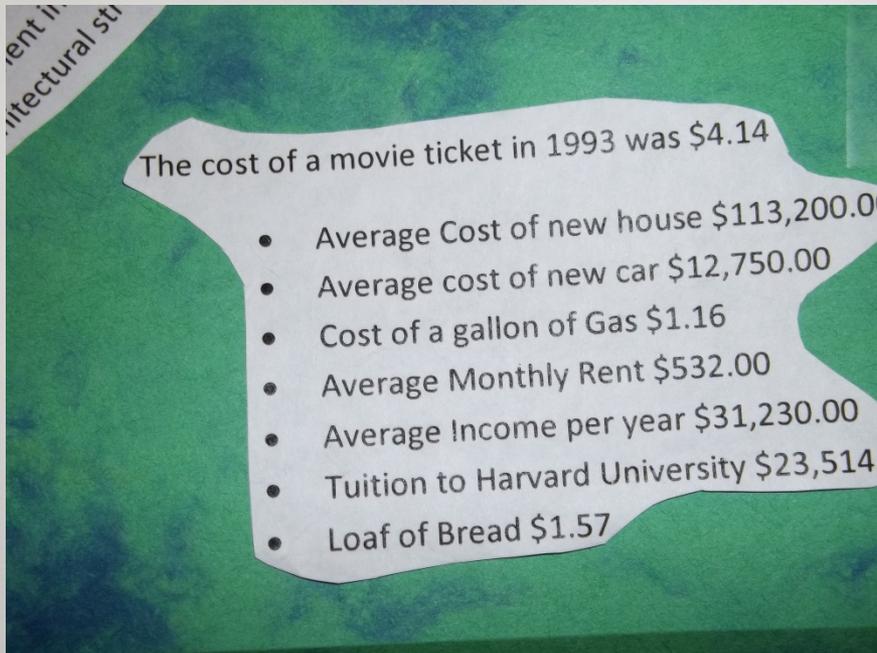
74 students had pre/post test scores in mathematics. Of those, 54 maintained their entry score. The remaining 20 students showed an increase of 37% in their skills.

MATH ACTIVITIES

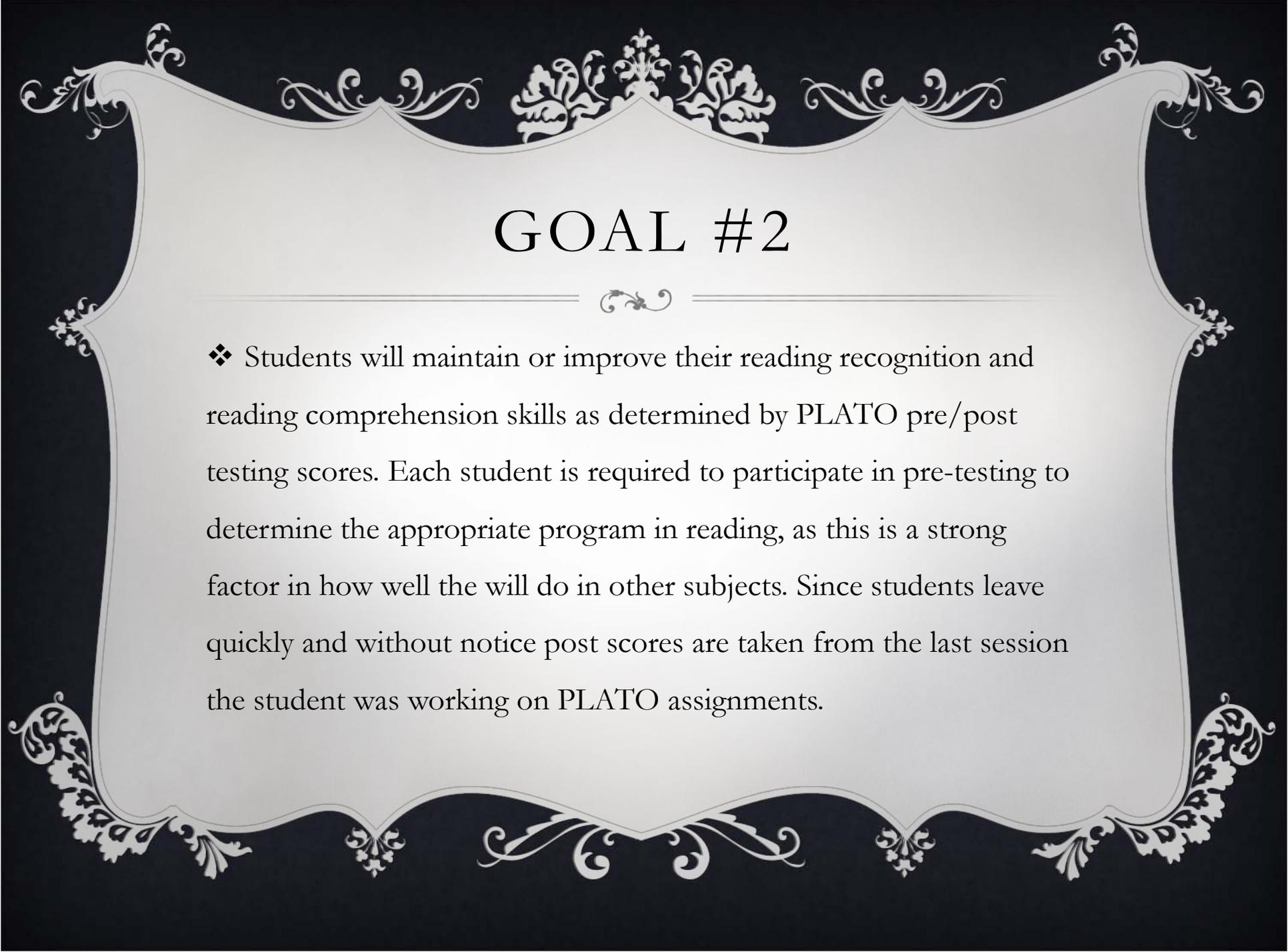


Students use a variety of methods to incorporate math into their assignments.





Researching the cost of living during the year of the student's birth provides a reality check for the cost of living today.



GOAL #2

❖ Students will maintain or improve their reading recognition and reading comprehension skills as determined by PLATO pre/post testing scores. Each student is required to participate in pre-testing to determine the appropriate program in reading, as this is a strong factor in how well they will do in other subjects. Since students leave quickly and without notice post scores are taken from the last session the student was working on PLATO assignments.

READING DATA

72 students had pre/post test scores in reading. Of those, 55 maintained their entry score. The remaining 17 students showed an increase of 24% in their skills.



The use of computers is a fun and an important training tool for vocational programs. This reading project has the students researching the year they were born. They were required to find a variety of information and then make a collage to report out on.



Acontecimientos

- Acontecimientos en enero*
- El 1 de enero se celebra el Año Nuevo. En Cuba, se celebra el triunfo de la Revolución cubana y en Haití, la Independencia.
- El 6 de enero, en la liturgia católica se celebra el día de los Reyes Magos o Epifanía, la primera de las cuatro Pascuas que conmemoran los católicos. Las confesiones ortodoxas celebran este día la Natividad de Jesucristo. En México, también se celebra el Día de la Enfermera y fundación de la ciudad de Mérida en el estado de Yucatán.
- El 16 de enero de 1992 se firma el acta de los Acuerdos de Paz entre el Gobierno de El Salvador y el Frente Farabundo Martí para la Liberación Nacional (FMLN) en el Castillo de Chapultepec, México, que pusieron fin a doce años de guerra civil en el país.
- El 18 de enero de 1535 se funda Lima (Perú).
- El 26 de enero en la India, se celebra el aniversario de la República de la India.
- El 26 de enero se celebra en República Dominicana el día de Juan Pablo Duarte, Padre de la Patria.
- El 29 de enero de 1942 se firmó el Protocolo de Paz Amistad y Límites entre Perú y Ecuador en la ciudad de Río de Janeiro.
- El 31 de enero de 1980 se masacra a 40 quichés en la embajada de España en Guatemala

The project is easily adapted to any language and ability level.

School Improvement Action Plan 2011-2012

Name of School: Pinal County Secure Care/Hope School

Goal: #1 Students will maintain and/or improve their mathematic skills.

<p>Support Data from Self Study: Based on a review of student abilities, taken from PLATO diagnostics, it was determined that 80% of students were functioning below grade level in mathematical skills.</p>	<p>Standardized Assessments: PLATO Software Brigance Inventory of Basic Skills WRAT III</p>	<p>Local Assessments: CUES Math Screen Merging Worlds Pre/Post Testing Teacher Developed Materials</p>
<p>Intervention: The Team will provide instruction in a variety of interventions to ensure that the student has the highest opportunity for success. They will be using direct instruction, computer based instruction and student practice.</p>		<p>Best Practice Sources: Arizona State Standards for Mathematics.</p>

Action Steps:	Person(s) Responsible	Start	End	Resources	Staff Development Activities
<ol style="list-style-type: none"> 1. Pre-test all students entering the school using PLATO examinations. 2. Using the test results develop an appropriate program to meet the student's needs. 3. Provide instruction each day the student is in class, either directly, through computer programs or individual practice. 	<p>All teachers at the Hope School are responsible for evaluation, development and implementation of an appropriate mathematics program for students in their classes.</p>	7/1/11	6/30/12	<p>PLATO, Study Island Software academic materials, teacher prepared materials. GED math materials</p>	<ol style="list-style-type: none"> 1. PLATO training at District in-service on 7/28/11. 2. Workshops and trainings as available through the state and county ESA.

School Improvement Action Plan 2011-2012

Name of School: Pinal County Secure Care/Hope School

Goal: #2: Students will demonstrate respect for themselves, peers and all staff while in the educational setting, as measured by the decrease in the number of pillars lost by the students.

<p>Support Data from Self Study: Based on a review of student behavior in the classroom, it was determined that there was an excess of disrespect being displayed. There appeared to be an increase in the disrespect of student to peer.</p>	<p>Standardized Assessments: None</p>	<p>Local Assessments: Pillar Documentation Sheet Teacher Attendance Sheet Facility Documentation of behaviors.</p>
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<p>Intervention: The Team will provide instruction in appropriate behavior and the expectation. The students will be monitored to insure that they are modeling the expected behavior. Detention Officers will identify inappropriate behavior and remove pillars when necessary.</p>	<p>Best Practice Sources: The Golden Rule Character Counts</p>
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Action Steps:	Person(s) Responsible	Start	End	Resources	Staff Development Activities
<ol style="list-style-type: none"> 1. All staff will provide instruction on what is acceptable behavior in the classroom. 2. Posters showing what requirements equal good behavior. 3. Detention Officers and teachers will monitor for appropriate behaviors and document when there is an incident of inappropriate behavior. 4. Progress will be documented through the weekly progress reports submitted to the school office. In addition a review of the Pillar documentation sheets will be done. 	<p>All teachers and Detention Staff at the Hope School are responsible for the development and implementation of an appropriate behavior program for students in their classes.</p>	<p>7/1/11</p>	<p>6/30/12</p>	<p>Pillar Documentation Sheet Teacher Attendance Sheet Facility Documentation of behaviors.</p>	<ol style="list-style-type: none"> 1. Meet with Detention Staff to develop guidelines for the program. 2. Ensure that all staff understanding modeling of appropriate behavior. 3. Ensure that appropriate documentation forms are available.