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: Escambia Juvenile Justice School	District Name: Escambia
Principal: Ms. Vickie Mathis	Superintendent: Mr. Malcolm Thomas
SAC Chair: Ms. Kerri Coots	Date of School Board Approval: November 20, 2012

<u>Student Achievement Data:</u>

Data from the STAR Reading and STAR Math assessments will be used to complete reading and mathematics goals.

<u>Administrators</u>

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

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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.
Lead Educator	Debbie Morrison	MS/BS in Special Education Cert: Admin/Supervision (K-12), Emotionally Handicapped (K-12), English (6-12), Reading Endorsement, Specific Learning Disabilities (K-12), and VE (K-12)	14	5	Prior common assessments are from STAR Reading and Math Assessment data. In 2011-12, 81% of students increased their reading score. In 2011-12, 64% of students increased their math score.

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 Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
N/A					

Effective and Highly Effective Teachers

List your school's highly effective teachers and briefly describe their certification(s), number of years at the current school, number of years as a teacher, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the

math assessment used in 2011–2012. The school may include the history of AMO progress. *Highly effective teachers refers to teachers who provide instruction in core academic subjects, hold an acceptable bachelor's degree or higher, have a valid temporary or professional certificate, and whose students demonstrate learning gains via the common assessment, end of course exams, or any supplemental assessment the school uses.*

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Teacher	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
ESE & Reading	Georganna Schellang	B.A. in ESE and Elem. Ed. M.Ed. in ESE Cert: SLD (K-12) Reading Endorsement	4 ½	12	Prior common assessments are from STAR Reading and Math Assessment data. In 2011-12, 81% of students increased their reading score. In 2011-12, 64% of students increased their math score.
Math, Science, & Social Studies	Aaron Dubreuil	B.S. in Mathematics Cert: Math (6-12) Middle Grades Integrated Curriculum (5-9)	11	12 ½	Prior common assessments are from STAR Reading and Math Assessment data. In 2011-12, 81% of students increased their reading score. In 2011-12, 64% of students increased their math score.
Elem. Ed., Reading & English	Debra Haynes	B.S. in Elem Ed MS in Ed Leadership Cert: English (6-9), Reading (K-12)	1	34	Prior common assessments are from STAR Reading and Math Assessment data. In 2011-12, 81% of students increased their reading score. In 2011-12, 64% of students increased their math score.

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)

			Employees are district employees, so when there is a vacancy, it is advertised on the district's website by staff in the HR Dept. Since it is a 12 month position, teachers are applying when there are available vacancies. The current staff is not seeking to leave.

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers

4	0% (4)	0% (4)	50 % (4)	50 % (4)	75 % (4)	10 00% (4)	75 % (4)	0% (4)	0% (4)

Teacher Mentoring Program

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

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

Grades 6-12 Only- Sec. 1003.413 (2)(b) F.S
For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

The language arts/reading teacher and the math/science/social studies teacher will implement interdisciplinary units that incorporate reading in the content areas.

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?

Continuation of Virtual School and/or Compass Odyssey is offered if students are enrolled prior to entering Detention. These curriculums may include applied and integrated courses which have been determined by parents and the school district to be relevant to their future.

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?

After a student has been enrolled in Detention for 22 school days, a course schedule is developed that closely matches their previous schedule before attending Detention. This schedule assists students in successfully maintaining progress and transition back to their previous program of study.

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Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

> The average length of stay for students in Detention is 2 weeks. Approximately 1% of students enrolled in the Juvenile Justice Detention School are here longer than 2 months. Therefore, our strategies focus on meeting with students and reviewing credits, diploma options, plans for re-entry into school, and options available after obtaining a GED or diploma.

PART II: EXPECTED IMPROVEMENTS

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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? 4% increase.

- What percentage of students made learning gains? 81%

- What was the percent increase or decrease of students making learning gains? 4% increase

- What are the anticipated barriers to increasing the percentage of students making learning gains? Students are released before sufficient gains can be made. Also, we do not know the date a student will be released.

- What strategies will be implemented to increase and maintain proficiency for these students? Only record data for students in the curriculum for more than 25 school days. Incentives for participating in the Accelerated Reading program.

- What additional supplemental interventions/remediation will be provided for students not achieving learning gains? Students are provided direct and individual instruction (CAI) in reading classes.

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

READING GOALS	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Percentage of students making learning gains — **in reading.** ⎯ Reading Goal #1:	1.1 Students are released before sufficient gains can be made.	1.1Students will be enrolled in one or more of these CAI reading programs: SuccessMaker, FCAT Explorer, Brain Pop, or Compass Learning for approximately 25 minutes a day.	1.1. Debbie Morrison and Georganna Schellang	1.1. For progress monitoring, students who score below grade level on the STAR reading pretest will show gains on the STAR reading post test given on the 25th school day.	1.1. STAR reading pre and post tests.	
Students who have been enrolled in Detention for 25 school days, and score below grade level on the STAR reading test, will show reading gains on the STAR post test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	81% (17)	70% (approx. 30)				

| | | 1.2 Students are released before sufficient gains can be made. | 1.2. Teacher guidance will be provided to help students select an AR book within their ZPD level. Book talks will be used to help determine what genre the students are interested in to assist them in making their book selection. | 1.2. Georganna Schellang | 1.2Upon completion of the book, students will pass the AR test with a score of 80% or higher. | 1.2.AR test | |
| | | 1.3 Students are released before sufficient gains can be made. | 1.3Direct classroom reading instruction will focus on identifying the main idea, main characters, and the author's purpose. | 1.3. Debra Haynes | 1.3. Students who conference with the reading teacher about their assigned Accelerated Reader book will receive a grade of 80% on questions addressing the main idea, main characters, and author's purpose. | 1.3. Individual student conference sheets for students enrolled in Detention for 25 school days. | |

Reading 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 and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
		PLC Leader				
Reading	6-12	Online staff development courses and/ or district workshops	Debra Haynes and Georganna Schellang	District and/or online course schedules	TrueNorthLogic transcript or completion certificate	Vickie Mathis

Reading Budget (Insert rows as needed)

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

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

End of Reading Goals

Mathematics Goals

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

Guiding Questions to Inform the Problem-Solving Process
■ Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012. There was a 9% decrease in math scores.
■ What percentage of students made learning gains? 64%
■ What was the percent increase or decrease of students making learning gains? 9% decrease
■ What are the anticipated barriers to increasing the percentage of students making learning gains? Students are released before sufficient instruction or gains can be made. Also, we do not know the date a student will be released.
■ What strategies will be implemented to increase and maintain proficiency for these students? Only record data for students in the curriculum for more than 25 school days. Accelerated math program, direct, and individual instruction in an additional math class.
■ What additional supplemental interventions/remediation will be provided for students not achieving learning gains? Students are provided direct and individual instruction in math class.

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

MATHEMATICS GOALS	**Problem-Solving Process to Increase**					

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	Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Percentage of students making learning gains in mathematics. — Mathematics Goal #1:	1.1. Students are released before sufficient gains can be made.	1.1Students will be enrolled in one or more of these CAI math programs: SuccessMaker, FCAT Explorer, Khana Academy, Manga High, Brain Pop, Compass Learning, or FastMath for approximately 25 minutes a day.	1.1. Debbie Morrison and Georganna Schellang	1.1. For progress monitoring, students who score below grade level on the STAR math pretest will show gains on the STAR math post test given on the 25th school day.	1.1. STAR math pre and post tests.		

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	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Students who have been enrolled in Detention for 25 school days, and score below grade level on the STAR math test, will show math gains on the STAR post test.							
	64% (16)	70% (approx. 30)					
		1.2. Students are released before sufficient gains can be made.	1.2. Students will be enrolled in Accelerated Math, working on individualized math goals for approximately 30 minutes a day.	1.2. Aaron Dubreuil	1.2. For progress monitoring, students who score below grade level on the STAR math pretest will show gains on the STAR math post test given on the 25th school day.	1.2. STAR math pre and post tests.	

Mathematics Professional Development

Professional
Development
(PD) aligned with

2012-2013 School Improvement Plan Juvenile Justice Education Programs
Strategies through
Professional
Learning
Community (PLC)
or PD Activity

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

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		
	6-12	PLC Leader Online staff development courses and/ or district workshops	Aaron Dubreuil	District and/or online course schedules	TrueNorthLogic transcript or completion certificate	Vickie Mathis
Math						

Mathematics Budget

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

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

End of Mathematics 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? Primarily advisement.

- How does the program provide career exploration for all students? Students complete Choices or Career Cruiser after being enrolled 22 school days.

- What hands-on technical training does the program provide (type 3 programs)? N/A

- For type 3 programs what industry certifications are offered? N/A

- How many students earned industry certifications? N/A

- Is the program a Career and Professional Education (CAPE) Academy? No

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

CAREER EDUCATION GOAL(S)	**Problem-Solving Process to Increase Student Achievement**						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Career Education Goal	1.1. None	1.1. Students will answer computerized questions regarding their interests and work importance goals.	1.1. Debbie Morrison	1.1. Students who conference with the lead educator will verify the results of their Choices or Career Cruiser results. Given random checking of student folders, Choices or Career Cruiser and Guidance Transition sheets are placed in the section titled "Assessments" and "Guidance" within 22 school days.	1.1Choices or Career Cruiser printout, along with individual Guidance Transition conference sheets.		

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	2012 Current Level :*	2013 Expected Level :*					
All students enrolled in Detention for 22 school days will complete either Choices or Career Cruiser and conference with the lead educator.							
	100% (57)	100 % (approx. 30)					

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.

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Career Development	6-12	Online staff development courses and/ or district workshops	Debbie Morrison	District and/or online course schedules	TrueNorthLogic transcript or completion certificate	Vickie Mathis

Career Education Goal(s) 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	Descr
N/A	
Subtotal:	
Technology	
Strategy	Descr
N/A	
Subtotal:	
Professional Development	
Strategy	Descr
N/A	
Subtotal:	
Other	
Strategy	Descr
N/A	

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End of Career Education Goal(s)
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<u>**Transition Goal(s)**</u>
Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process
● How does the program deal with transition planning (entry and exit transition)? Entry- assessments are given in reading, writing, and math within 10 school days of student entry. Records are requested from previous school within 5 school days. Exit – education records and withdrawal grades are transmitted at time of exit. These records may be sent to commitment programs or previous schools.
● How many students successfully transition (e.g., return to school, find employment)? N/A. The average length of stay in detention is 2 weeks.

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

TRANSITION GOAL(S)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. **Transition Goal**	1.1. None	1.1. Daily lists are given to teachers for students requiring reading, math, writing, and learning style assessments.	1.1. Debbie Morrison	1.1. Given random checking of student folders, entry assessments are dated and in students' office folders by the 10th school day and placed in the section titled "Assessments".	1.1. STAR reading, STAR math, PIAT Writing, and Learning Style assessments.		
For all students enrolled in Detention: Entry records will be requested by the 5th school day, and assessments are given by the 10th school day. Educational records and withdrawal grades will be sent to the appropriate school or program within 1-2 days after release.	2012 Current Level :*	2013 Expected Level :*					
	100 % (764)	100% (approx. 800)					

| | | 1.2.None | 1.2. Educational records are requested from previous schools or programs. | 1.2. Dell Johnson and Debbie Morrison | 1.2. Given random checking of student folders, records or documentation of attempts, are in the students' office folders or the Record Request Log Book by the 5th school day. | 1.2. Record Request Log Book and/or updated transcripts. | |
| | | 1.3 None | 1.3. Withdrawal grades and/or educational records are transmitted to the appropriate school or program within 1-2 days of release. However, grades and records are transmitted only to DJJ programs during the summer session. | 1.3. Dell Johnson and Debbie Morrison | 1.3. Given random checking of student folders, withdrawal grades and/or fax cover sheets for educational records are dated and in students' office folders within 1-2 days of exit. This documentation is placed in the section titled "Exit Transition". | 1.3. Cover sheets stapled to fax transmittal verifications. | |

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.

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Transition and Assessments	6-12	Online staff development courses and/ or district workshops	Debbie Morrison	District and/or online course schedules	TrueNorthLogic transcript or completion certificate	Vickie Mathis

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	Descr
N/A	
Subtotal:	
Technology	
Strategy	Descr
N/A	
Subtotal:	
Professional Development	
Strategy	Descr
Subtotal:	
Other	
Strategy	Descr
N/A	

	Grand Total:	

End of Transition Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget N/A
Mathematics Budget N/A
Transition Budget N/A

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.

☐ Yes   ☐No

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

Describe projected use of SAC funds.	Amount
N/A	

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

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Monthly meetings with the Escambia County DJJ Advisory Council. These meetings consist of information and updates on activities, programs, education, and various projects for at risk youth in Escambia county.