

# Florida Department of Education



## School Improvement Plan (SIP)

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

**for Juvenile Justice Education Programs**

2012–2013

**2012 – 2013 SCHOOL IMPROVEMENT PLAN**

**PART I: SCHOOL INFORMATION**

School Name: Duval Detention Center	District Name: Duval
Principal: Viveca Brown	Superintendent: Ed Pratt-Dannals
SAC Chair: N/A	Date of School Board Approval:

**Student Achievement Data:**

Use data from the Common Assessment to complete reading and mathematics goals. Programs may include math data from the math assessment used in 2011–2012.

**Administrators**

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

List your school’s on-site administrators who are responsible for educational services (e.g., principal, lead educator) and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Principal	Viveca Brown	Educational Leadership (All levels)  Elementary Education (K-6)  Speech (6-12)	3	4	N/A

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

Assistant Principal	Harold Stormer	Educational Leadership (All levels)  Elementary Education (K-6)  Exceptional Student Education (K-12)  Middle Grades Integrated Curriculum (5-9)  Physical Education (K-12)  Social Science (6-12)	1	1	N/A
Assistant Principal	Nkoyo Ross	Educational Leadership (All levels)  Media Center Specialist (pre-k – 12)	1	1	N/A
Lead Educator	Patricia Richardson	Exceptional Student Education (K-12)  Middle Grades Integrated Curriculum (5-9)			

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

### 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	N/A	N/A	N/A	N/A	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.

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

N/A	N/A	N/A	N/A	N/A	N/A
-----	-----	-----	-----	-----	-----

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. Monthly Professional Development	Assistant Principal	6/11/2012	
2. Professional Learning Community (PLC)	Administration	6/11/2012	
3. Collaborative Assessment System for Teachers	Administration	6/11/2012	
4. Quarterly Meetings with PDF (Professional Development Facilitator)	Professional Development Facilitator	6/11/2012	

***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
6	<ul style="list-style-type: none"> <li>- Professional Development opportunities are available</li> <li>- Monthly professional learning community (PLC) meeting</li> </ul>

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

### *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
6	0% (0)	33% (2)	50% (3)	17% (1)	50% (3)		50% (3)	17% (1)	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	Planned Mentoring Activities
	Daniel Donaldson		

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

**\*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.

Instruction in reading is a responsibility for every teacher. The first block of the day is scheduled for reading instruction and each teacher is responsible for giving instruction to their homeroom for reading. Teachers use data from FAIR, FCAT, and other sources to identify individual student's needs in reading comprehension. Teachers embed various reading strategies into their lesson plans. Teachers participate in Professional Learning Communities with the goal of developing an inclusion of cross curriculum reading skills and strategies.

**\*High Schools Only**



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

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?

The Duval Regional Detention Center offers a Careers course that dedicates itself to making the connection between the skills taught in their classes to the real world as well as future uses. Teacher incorporate real world situations and problems into their regular classes.

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?

Career planning is done through a Careers course that all students are enrolled.

Student's academic planning is done throughout the teachers classes. Students are enrolled in courses they need to graduate High School.

### *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 Duval Regional Detention Center offers a Career course to all students enrolled within the school. This course focuses on the student's readiness to enter the workforce during or are High School.

The other courses focus on academic readiness for postsecondary success either in college or in the workforce.

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

--

**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.

<b>Guiding Questions to Inform the Problem-Solving Process</b>
<ul style="list-style-type: none"> <li>■ 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?</li> <li>■ What percentage of students made learning gains?</li> <li>■ What was the percent increase or decrease of students making learning gains?</li> <li>■ What are the anticipated barriers to increasing the percentage of students making learning gains?</li> <li>■ What strategies will be implemented to increase and maintain proficiency for these students?</li> <li>■ What additional supplemental interventions/remediation will be provided for students not achieving learning gains?</li> </ul>

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

<b>READING GOALS</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
----------------------	--	--	--	--	--	--	--

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

	<b>nt</b>						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>1. Percentage of students making learning gains in reading.</b></p> <p><u>Reading Goal #1:</u> The Duval Regional Detention Center will increase its at or above level performance on the spring FAIR assessment from 61% to 70%.</p>	<p>1.1.</p> <p>Average stay for a student is approximately 13 days.</p>	<p>1.1.</p> <p>Each student receives a reading course at the beginning of each school day.</p>	<p>1.1.</p> <p>Assistant Principal</p>	<p>1.1.</p> <p>Assistant Principal will use class walkthroughs, informal observations, formal observations, and lesson plan review</p>	<p>1.1.</p> <p>CAST evaluation tool</p> <p>Lesson plan review</p>		

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

	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>Enter narrative for the goal in this box.</i></p> <p>After the first year of the implementation of the FAIR assessment as this location's common assessment 61% of students scored at or above level. The goal for the end of this school year is to increase that percentage to 70% at or above grade level.</p>	<p><i>Enter numerical data for current level of performance in this box.</i></p> <p>61% (14) above level 39% (9) below level</p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p> <p>70% above level 30% below level</p>					
		<p>1.2.</p> <p>Teachers completion of required reading endorsement</p>	<p>1.2.</p> <p>Teachers will attend Professional Development to assist their attainment of the reading endorsement.</p> <p>Professional Learning Communities working towards collaboration</p>	<p>1.2.</p> <p>Assistant Principal</p>	<p>1.2.</p> <p>Informal/Formal Observations</p> <p>Lesson plan review</p>	<p>1.2.</p> <p>Successful completion of reading endorsement</p> <p>Effective rating on CAST evaluation tool</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<p><b>2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b></p>	<p><b>Baseline data 2010-2011</b></p>						
<p><u>Reading Goal #2:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>							

**Reading 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.

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

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
Book Study	All	Ms. Brown Mr. Stormer	School wide	Pre-Planning 2012	Various early release activities designed to reinforce book's content.	Administrators
How Full is Your Bucket?		Ms. Ross				
Data retrieval and Analysis (Pearson Inform)	All	Mr. Stormer	PLC	September 20, 2012	Teachers will incorporate data analysis in their lesson plans. PLC meetings will begin to speak specifically about student data.	Assistant Principal
Technology Integration	ALL	District Staff	School wide	Early Release Day training	Teachers will learn strategies to integrate technology into lessons.	School Administrators

**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

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

Provide teachers with strategies to engage student in the learning process.	How Full is Your Bucket?  The book focuses on positive interactions.		
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of technology in the classroom	Using available technology during instruction i.e., smart boards, document cameras, projectors, etc.	Title I Funds	
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Communities focusing on data retrieval and analysis	PLC meetings on Thursdays as well as early release.	n/a	
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount

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

<b>Grand Total:</b>			
---------------------	--	--	--

*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**



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

- Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012.
- What percentage of students made learning gains?
- What was the percent increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

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

<b>MATHEMATICS GOALS</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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**

<p><b>1. Percentage of students making learning gains in mathematics.</b></p> <p>—</p> <p><u>Mathematics Goal #1:</u> Duval Regional Detention Center will increase its level 3 FCAT from 20% to 35%.</p>	<p>1.1.</p> <p>Average stay for a student is approximately 13 days.</p>	<p>1.1.</p> <p>Agile Mind as well as Compass Odyssey for supplemental instruction and remediation.</p> <p>Implementation of math concepts in Career course.</p>	<p>1.1.</p> <p>Assistant Principal</p>	<p>1.1.</p> <p>Assistant Principal will use class walkthroughs, informal observations, formal observations, and lesson plan review</p> <p>Data gathered from use of Agile Mind and Compass Odyssey</p>	<p>1.1.</p> <p>CAST evaluation tool</p> <p>Lesson plan review</p> <p>Reports from Agile Mind and Compass Odyssey on usage</p>		
---	---	---	--	--	---	--	--

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

<p><i>Enter narrative for the goal in this box.</i></p> <p>Only 20% of the Students taking the spring FCAT at the Duval Regional Detention Center in mathematics scored at or above a level 3. This year we are looking to increase that number from 20% to 35% of the students enrolled at Duval Regional Detention Center will score at or above level 3 in mathematics.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p> <p>20% (3) at or above level 3 80% (12) at or below level 2</p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p> <p>35% at or above level 3 65% at or below level 2</p>					
		<p>1.2. Teacher's lack of certification</p>	<p>1.2. Teacher will take, pass, and add math certification</p>	<p>1.2. Assistant Principal</p>	<p>1.2. Verification of Certification  Informal/Formal observations</p>	<p>1.2. Successful completion of math certification  Effective rating on CAST evaluation tool</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<p><u>Mathematics Goal #2:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>							

**Algebra End-of-Course (EOC) Goals**

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

<b>Algebra EOC Goals</b>	<b>Problem-Solving Process to Increase</b>						

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

	<b>Student Achievement</b>						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Students scoring at Achievement Level 3 in Algebra.</b>	1.1.  Average stay for a student is approximately 13 days.	1.1.  Agile Mind as well as Compass Odyssey for supplemental instruction and remediation.  Implementation of math concepts in Career course.	1.1.  Assistant Principal	1.1.  Assistant Principal will use class walkthroughs, informal observations, formal observations, and lesson plan review  Data gathered from use of Agile Mind and Compass Odyssey	1.1.  CAST evaluation tool  Lesson plan review  Reports from Agile Mind and Compass Odyssey on usage		

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

<p><u>Algebra Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p> <p>Duval Regional Detention Center will increase its student's scoring at a level 3 on the Algebra EOC from 0% to 25%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p> <p>0% (4) at or below level 3</p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p> <p>25% at or above level 3</p>					
		<p>1.2.</p> <p>Teacher's lack of certification</p>	<p>1.2.</p> <p>Teacher will take, pass, and add math certification</p>	<p>1.2.</p> <p>Assistant Principal</p>	<p>1.2.</p> <p>Verification of Certification</p> <p>Informal/Formal observations</p>	<p>1.2.</p> <p>Successful completion of math certification</p> <p>Effective rating on CAST evaluation tool</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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

<p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</b></p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p><u>Algebra Goal #2:</u>  <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	

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

		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
Algebra Goal #3:  <i>Enter narrative for the goal in this box.</i>							

*End of Algebra EOC Goals*

**Geometry End-of-Course Goals**

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

<b>Geometry EOC Goals</b>	<b>Problem-</b>						
---------------------------	-----------------	--	--	--	--	--	--



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

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

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

<p><b>1. Students scoring at Achievement Level 3 in Geometry.</b></p>	<p>1.1.  Average stay for a student is approximately 13 days.</p>	<p>1.1.  Agile Mind as well as Compass Odyssey for supplemental instruction and remediation.  Implementation of math concepts in Career course.</p>	<p>1.1.  Assistant Principal</p>	<p>1.1.  Assistant Principal will use class walkthroughs, informal observations, formal observations, and lesson plan review  Data gathered from use of Agile Mind and Compass Odyssey</p>	<p>1.1.  CAST evaluation tool  Lesson plan review  Reports from Agile Mind and Compass Odyssey on usage</p>		
---	---	---	--	--	---	--	--

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

Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>Enter narrative for the goal in this box.</i></p> <p>Duval Regional Detention Center will increase its student's scoring at a level 3 on the Geometry EOC from 50% to 65%.</p>							
	<p><i>Enter numerical data for current level of performance in this box.</i></p> <p>50% (3) at or above level 3 50% (3) at or below level 2</p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p> <p>65% at or above level 3 35% at or below level 2</p>					
		1.2. Teacher's lack of certification	1.2. Teacher will take, pass, and add math certification	1.2. Assistant Principal	1.2. Verification of Certification  Informal/Formal observations	1.2. Successful completion of math certification  Effective rating on CAST evaluation tool	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b></p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p><u>Geometry Goal #2:</u>  <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	

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

		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Geometry Goal #3:</u>  <i>Enter narrative for the goal in this box.</i>							

**Mathematics Professional Development**

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Book Study	All	Ms. Brown Mr. Stormer	School wide	Pre-Planning 2012	Various early release activities designed to reinforce book's content.	Administrators
How Full is Your Bucket?		Ms. Ross				
Data retrieval and Analysis (Pearson Inform)	All	Mr. Stormer	PLC	September 20, 2012	Teachers will incorporate data analysis in their lesson plans. PLC meetings will begin to speak specifically about student data.	Assistant Principal
Technology Integration	ALL	District Staff	School wide	Early Release Day training	Teachers will learn strategies to integrate technology into lessons.	School Administrators

*End of Geometry EOC Goals*

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

**Mathematics Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers with strategies to engage student in the learning process.	How Full is Your Bucket?  The book focuses on positive interactions.		
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of technology in the classroom	Using available technology during instruction i.e., smart boards, document cameras, projectors, etc.	Title I Funds	
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Communities focusing on data retrieval and analysis	PLC meetings on Thursdays as well as early release.	n/a	
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount

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

<b>Grand Total:</b>			
---------------------	--	--	--

*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)).

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



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

<p><b>1. Students scoring at Achievement Level 3 in Biology.</b></p>	<p>1.1. Average stay for a student is approximately 13 days.</p>	<p>1.1. Compass Odyssey for supplemental instruction and remediation.</p>	<p>1.1. Assistant Principal</p>	<p>1.1. Assistant Principal will use class walkthroughs, informal observations, formal observations, and lesson plan review  Data gathered from use of Compass Odyssey</p>	<p>1.1. CAST evaluation tool  Lesson plan review  Reports from Compass Odyssey on usage</p>		
<p><b>Biology Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>  Duval Regional Detention Center will increase its level 3 Biology EOC scores from 75% to 85%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	Enter numerical data for current level of performance in this box.  75% (3) at or above level 3  25% (1) at or below level 2	Enter numerical data for expected level of performance in this box.  85% at or above level 3  15% at or below level 2					
		1.2.  This is only the teacher's second year.	1.2.  Teacher will fall under Category III of CAST which means he will be given opportunities to see effective instruction	1.2.  Assistant Principal	1.2.  Informal/Formal observations	1.2.  Effective rating on CAST evaluation tool	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of  Strategy	Evaluation Tool		

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

<p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</b></p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p><b>Biology Goal #2:</b></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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

		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

**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 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
Book Study	All	Ms. Brown Mr. Stormer	School wide	Pre-Planning 2012	Various early release activities designed to reinforce book's content.	Administrators
How Full is Your Bucket?		Ms. Ross				

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

Data retrieval and Analysis (Pearson Inform)

All

Mr. Stormer

PLC

September 20, 2012

Teachers will incorporate data analysis in their lesson plans. PLC meetings will begin to speak specifically about student data.

Assistant Principal

Technology Integration

ALL

District Staff

School wide

Early Release Day training

Teachers will learn strategies to integrate technology into lessons.

School Administrators

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

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Provide teachers with strategies to engage student in the learning process.	How Full is Your Bucket?  The book focuses on positive interactions.		
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Use of technology in the classroom	Using available technology during instruction i.e., smart boards, document cameras, projectors, etc.	Title I Funds	
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional Learning Communities focusing on data retrieval and analysis	PLC meetings on Thursdays as well as early release.	n/a	

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

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

*End of Science Goals*

**Civics End-of-Course (EOC) Goals** *(required in year 2014-2015)*

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

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

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

<p><b>1. Students scoring at Achievement Level 3 in Civics.</b></p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p><b>Civics_Goal #1:</b></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		



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

<u>Civics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	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 Strategy does not require a professional development or PLC activity.

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

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

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		

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

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

*End of Civics Goals*

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

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

**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)).

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

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

<p><b>I. Students scoring at Achievement Level 3 in U.S. History.</b></p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p><b>U.S. History_Goal #1:</b></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		

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

<u>Civics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

**U.S. History Professional Development**

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

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

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

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

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
---------------------------------------	-------------------------	--	--	--	-----------------------------------	--

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

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

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

*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.

<p><b>Guiding Questions to Inform the Problem-Solving Process</b></p> <ul style="list-style-type: none"> <li>● What career type does the program offer?</li> <li>● How does the program provide career exploration for all students?</li> <li>● What hands-on technical training does the program provide (type 3 programs)?             <ul style="list-style-type: none"> <li>■ For type 3 programs what industry certifications are offered?</li> <li>■ How many students earned industry certifications?</li> <li>■ Is the program a Career and Professional Education (CAPE) Academy?</li> </ul> </li> </ul>
---

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

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



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

1. Career Education Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
<i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

**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  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 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

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

	<b>Subtotal:</b>	
Technology		
Strategy		Descr
	<b>Subtotal:</b>	
Professional Development		
Strategy		Descr
	<b>Subtotal:</b>	
Other		
Strategy		Descr
	<b>Grand Total:</b>	

*End of Career Education Goal(s)*

**Transition Goal(s)**

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

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

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

<b>TRANSITION</b>	<b>Problem-Solving Process to</b>						
-------------------	-----------------------------------	--	--	--	--	--	--

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

<b>GOAL(S)</b>	<b>Increase Student Achievement</b>						
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		

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

<p><b>1. Transition Goal</b></p>	<p>1.1.</p> <ul style="list-style-type: none"> <li>• Delayed contact</li> <li>• Parent participation</li> <li>• Over-aged students</li> <li>• Gas mileage to continue follow ups</li> <li>• Record retrieval</li> <li>• Student awareness of DJJ</li> </ul>	<p>1.1</p> <ul style="list-style-type: none"> <li>• Arrange meetings with parents at James</li> <li>Weld on Johns on to start the transition process to students' home schools.</li> <li>• Fax records</li> <li>• Make phone calls to parents and others</li> <li>• Establish partnerships with local businesses to motivate</li> </ul>	<p>1.1.</p> <ul style="list-style-type: none"> <li>• Transition specialist to monitor and submit monitoring logs and monthly student rosters to principal.</li> </ul>	<p>1.1</p> <ul style="list-style-type: none"> <li>• Early Planning.</li> <li>• Attend Transition and Exit Meetings at assigned sites.</li> </ul>	<p>1.1.</p> <ul style="list-style-type: none"> <li>• Monthly Reports</li> </ul>		
----------------------------------	---	---	---	--	---	--	--

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

		transit ioning studen ts.					
	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
<i>Enter narrative for the goal in this box.</i>							
The transition goal is to facilitate a smooth transition of students back to their home schools by providing  an integration of parents, schools, and outside agencies.							
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Transition Professional Development**

**Professional  
Development  
(PD) aligned with  
Strategies through  
Professional**

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

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

**Learning  
Community (PLC)  
or PD Activity**

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

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graduation Initiative Program	High School	District Staff	Transition Specialist	Early Release	Submission of monitoring logs.	Principal
Data retrieval and Analysis (Pearson Inform)	All	Mr. Stormer	PLC	September 20, 2012	PLC meetings will begin to speak specifically about student data.	Assistant Principal

**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	Description of Resources	Funding Source	Available Amount
Assist Transition Specialist with finding additional resources and placements for over-age students.	Trainings and district workshops.	None	0
<b>Subtotal:</b>			
Technology			

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

Strategy	Description of Resources	Funding Source	Available Amount
Use of technology in the classroom	Using available technology during instruction i.e., smart boards, document cameras, projectors, etc.	Title I Funds	
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Communities focusing on data retrieval and analysis	PLC meetings on Thursdays as well as early release.	n/a	
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total:</b>			

*End of Transition Goal(s)*

**Attendance Goal(s) (For Day Treatment Programs Only)**

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



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

**Guiding Questions to Inform the Problem-Solving Process**

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

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

<b>ATTENDANCE GOAL(S)</b>	<b>Problem-solving Process to Increase Attendance</b>						
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Attendance Goal # 1</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<i>Enter narrative for the goal in this box.</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
N/A							

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

	<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>					
	<u>2012 Current Number of Students with Excessive Absences</u>  (10 or more)	<u>2013 Expected Number of Students with Excessive Absences</u>  (10 or more)					
	<i>Enter numerical data for current number of absences in this box</i>	<i>Enter numerical data for expected number of absences in this box.</i>					
	<u>2012 Current Number of Students with Excessive Tardies</u> (10 or more)	<u>2013 Expected Number of Students with Excessive Tardies</u>  (10 or more)					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Attendance Professional Development**

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

Please note that each Strategy does not require a professional development or  
**May 2012**  
**Rule 6A-1.099811**  
**Revised May 25, 2012**

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

PLC activity. PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
--	-------------------------	--	--	--	-----------------------------------	--

### Attendance Budget (Insert rows as needed)

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

*End of Attendance Goals*

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

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

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

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

### 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.
N/A. The school does not have SAC.

Describe projected use of SAC funds.	Amount

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