

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) for Juvenile Justice Education Programs

2012–2013

2012-2013 School Improvement Plan Juvenile Justice Education Programs

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Stewart Marchman Treatment (RAP)	District Name: Volusia County Schools
Principal: Kevin Tucker	Superintendent: Dr. Margaret Smith
SAC Chair: Heather Prince	Date of School Board Approval: Pending School Board Action on December 11, 2012

Student Achievement Data:

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Principal	Kevin Tucker	BA Education MS Educational Leadership MS Science	3	25	2012 – 76% (28) of students obtained learning gains in reading for vocabulary and reading comprehension; 57% (28) of students obtained learning gains in mathematics for math computation and math application 2011 – 86% (64) of students obtained learning gains in reading for vocabulary and reading comprehension; 86% (64) of students obtained learning gains in mathematics for math computation and math application 2010 – Quality Assurance Exemplary Program Certificate 2009 – Quality Assurance Exemplary Program Certificate 2008 – Quality Assurance Exemplary Program Certificate
		BS Education/Soc. St			2012 - 76% (28) of students obtained learning gains in reading for

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Assistant Principal	Ellen Halliday	ESE Certification English Certification Middle School Certification MS Education Leadership Principal Internship	5	13	vocabulary and reading comprehension; 57% (28) of students obtained learning gains in mathematics for math computation and math application 57% (28) of students obtained learning gains in mathematics for math computation and math application 2011– 86% (64) of students obtained learning gains in reading for vocabulary and reading comprehension; 86% (64) of students obtained learning gains in mathematics for math computation and math application 2010 – Quality Assurance Exemplary Program Certificate 2009 – Quality Assurance Exemplary Program Certificate 2008 – Quality Assurance Exemplary Program Certificate
Assistant Principal	Trace Hines	BA Elementary Ed MS Emotional Handicap Ed D Special Education Leadership	3	13	2012 - 76% (28) of students obtained learning gains in reading for vocabulary and reading comprehension; 57% (28) of students obtained learning gains in mathematics for math computation and math application 2011 – 86% (64) of students obtained learning gains in reading for vocabulary and reading comprehension; 86% (64) of students obtained learning gains in mathematics for math computation and math application 2010 – Quality Assurance Exemplary Program Certificate 2009 – Quality Assurance Exemplary Program Certificate 2008 – Quality Assurance Exemplary Program Certificate

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.
Reading	Janice Carnegie	BS English Reading Endorsement ESOL Certified ESE Certification Middle Grades Social Studies	2	2	2012 – 76% (28) of students obtained learning gains in reading for vocabulary and reading comprehension; 57% (28) of students obtained learning gains in mathematics for math computation and math application 2011 – 86% (64) of students obtained learning gains in reading for vocabulary and reading comprehension; 86%

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		Foreign Language French ESOL			(64) of students obtained learning gains in mathematics for math computation and math application 2010 – Quality Assurance Exemplary Program Certificate 2009 – Quality Assurance Exemplary Program Certificate 2008 – Quality Assurance Exemplary Program Certificate
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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.
Math English Reading Science Social Studies	Natalie Rooney	BA Psychology MS ESE EdD Instructional Technology Biology Certification Economics Certification Earth-Space Certification English Certification Math Certification Middle Grades Integrated	3	15	2012 - 76% (28) of students obtained learning gains in reading for vocabulary and reading comprehension; 57% (28) of students obtained learning gains in mathematics for math computation and math application 2011 – 86% (64) of students obtained learning gains in reading for vocabulary and reading comprehension; 86% (64) of students obtained learning gains in mathematics for math computation and math application 2010 – Quality Assurance Exemplary Program Certificate 2009 – Quality Assurance Exemplary Program Certificate 2008 – Quality Assurance Exemplary Program Certificate
ESE	Linda Froman	BS Psychology ESE Certification Middle Grades English	2	20	2012 - 76% (28) of students obtained learning gains in reading for vocabulary and reading comprehension; 57% (28) of students obtained learning gains in mathematics for math computation and math application 2011 – 86% (64) of students obtained learning gains in reading for vocabulary and reading comprehension; 86% (64) of students obtained learning gains in mathematics for math computation and math application 2010 – Quality Assurance Exemplary Program Certificate 2009 – Quality Assurance Exemplary Program Certificate 2008 – Quality Assurance Exemplary Program Certificate

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Effective and Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Professional Development Opportunities	Principal/Asst. Principal	6/05/2013	
2. Mentoring Opportunities	Principal/Asst. Principal	6/05/2013	
3. Leadership Opportunities	Principal/Asst. Principal	6/05/2013	
4. Teacher Recognition	Principal/Asst. Principal	6/05/2013	
5. Networking/Classroom Visitation	Principal/Asst. Principal	6/05/2013	
6. New Teacher Programs	Principal/Asst. Principal	6/05/2013	
7. PLC Activities	Principal/Asst. Principal	6/05/2013	

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
NA	

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)).

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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
2	0% (0)	0% (0)	0% (0)	100% (2)	50% (1)	100% (2)	50% (1)	50% (1)	50% (1)

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
NA			

***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.

Every secondary school has the support of a Reading Coach to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers utilize effective reading strategies in order to meet the instructional needs of the students

***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?

The school offers students elective courses in business, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringer" that are based on current events

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?

The school offers students elective courses in business, technology, and career study. Upon entry into a DJJ facility each student is given an interest inventory. Choices Planner is a software program which assists the student in an effort to assure they have a full understanding of what is required for in the pursuit of a particular job field. All students are registered for a career portfolio with Choices. Students can explore over 1,200 careers and find the ones that match their interests, connect careers to college majors, search for

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schools by cost, location, programs, and size. Students can search for scholarships and start to build a career and college plan.

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.

A variety of strategies have been implemented to prepare high school students for post secondary education and employment. Specific programs and or initiatives that are used at the school and district level:

- **Dual Enrollment**
- **Early College**
- **Career and Technical Education Classes**
- **College Rep Visits**

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Guiding Questions to Inform the Problem-Solving Process

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

* 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
1. Percentage of students making learning gains in reading. Reading Goal #1:			1.1. Challenges of working with students who come from low SES backgrounds	1.1. Ensure that all teachers receive professional development related to effective instructional strategies in reading and implement strategies within the classroom. <u>Distribution of Building Engaged Schools</u> by Gary Gordon <u>Distribution of Research-Based Strategies</u> by Ruby Payne and training <u>Distribution of Hear Our Cry: Boys in Crisis and My Orange Duffel Bay</u> <u>Distribution of The Journey of Al and Gebra to the Land of Algebra</u>	1.1. Reading Coach Intensive Reading Teacher Reading Teacher Administrative Team Guidance Counselor Dept. Chairmen Teachers Support Staff Paraprofessionals Literacy Leadership Team PLC Teams	1.1. Ongoing progress monitoring of formative assessments and VSET teacher observations by administrators; instructional technology; Compass Odyssey software; Read 180 and Townsend Press	1.1. DJJ Common Assessments District Assessments FAIR Assessments SRI Assessments FCAT results Read180 student outcomes
Ensure that each student in the program will achieve learning gains in reading for vocabulary and reading comprehension.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	During the 2011-2012 school year 78% (28) students obtained learning gains in reading for vocabulary and reading comprehension	During the 2012-2013 school year it is expected that 82% (28) students will obtain learning gains in reading for vocabulary and reading comprehension					
			1.2. There is a high mobility rate impacting the stability of students’ proficiency	1.2. Ensure that all teachers receive professional development related to effective instructional strategies in reading across the curriculum and implement strategies within the classroom.	1.2. Reading Coach Intensive Reading Teacher Reading Teacher Administrative Team Guidance Counselor Dept. Chairmen Teachers Support Staff Paraprofessionals Literacy Leadership Team PLC Teams	1.2. Track student growth using assessments and meet regularly as department teams to foster growth among all students using formative data; instruction technology; Compass Odyssey software; Read 180 and Townsend Press	1.2. DJJ Common Assessments District Assessments FAIR Assessments SRI Assessments FCAT results Read180 student outcomes
			1.3. The majority of our students with disabilities are below grade level.	1.3. Ensure that all teachers receive professional development related to effective instructional strategies in reading for SWDs and implement strategies within the classroom. Provide specific scientifically based supplemental reading programs.	1.3. Reading Coach Intensive Reading Teacher Reading Teacher Administrative Team Guidance Counselor Dept. Chairmen Teachers Support Staff Paraprofessionals Literacy Leadership Team PLC Teams	1.3. Ongoing progress monitoring of formative assessments and VSET teacher observations by administrators; instructional technology; Compass Odyssey software; Read 180 and Townsend Press	1.3. DJJ Common Assessments District Assessments FAIR Assessments SRI Assessments FCAT results Read180 student outcomes
May 2012 Rule 6A-1.099811 Revised May 25, 2012			1.3. The majority of our students with disabilities are below grade level.	1.3. Ensure that all teachers receive professional development related to effective instructional strategies in reading for SWDs and implement strategies within the classroom. Provide specific scientifically based supplemental reading programs	1.3. Reading Coach Intensive Reading Teacher Reading Teacher Administrative Team Guidance Counselor Dept. Chairmen Teachers Support Staff Paraprofessionals Literacy Leadership Team PLC Teams	1.3. Ongoing progress monitoring of formative assessments and VSET teacher observations by administrators; instructional technology; Compass Odyssey software; Read 180 and Townsend Press	1.3. DJJ Common Assessments District Assessments FAIR Assessments SRI Assessments FCAT results Read180 student outcomes

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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
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal #2: NA	Baseline data 2010-2011						

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.						
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
VSET Training	All	PD Facilitator	All	8/13/2012	As Needed	Administrator
Building Awareness of CCSS	All	PD Facilitator	All	8/29/2012	As Needed	Administrator
VSET Training	All	PD Facilitator	All	9/21/2012	As Needed	Administrator
Deepening Awareness of CCSS	All	PD Facilitator	All	9/26/2012	As Needed	Administrator
Planning for CCSS	All	PD Facilitator	All	10/10/2012	As Needed	Administrator
Building Rigor for the CCSS	All	PD Facilitator	All	10/24/2012	As Needed	Administrator
Students' Role in CCSS	All	PD Facilitator	All	11/14/2012	As Needed	Administrator
Designing Assessments	All	PD Facilitator	All	12/05/2012	As Needed	Administrator

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Formative Assessments	All	PD Facilitator	All	1/23/2013	As Needed	Administrator
Next Step for CCSS	All	PD Facilitator	All	2/6/2013	As Needed	Administrator
Literacy Leadership Meeting	All	PD Facilitator	All	10/19/2012	As Needed	Administrator
Literacy Leadership Meeting	All	PD Facilitator	All	12/21/2012	As Needed	Administrator
Literacy Leadership Meeting	All	PD Facilitator	All	3/11/2013	As Needed	Administrator
Literacy Leadership Meeting	All	PD Facilitator	All	5/29/2013	As Needed	Administrator

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
Provide specific scientifically based supplemental reading materials	Novels/short stories/reading material	Title I	\$1,000.00
Brain Pop		Title I	\$1,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide specific scientifically based supplemental reading materials	Ed Helper	Title I	\$600.00
			Subtotal:600.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total:\$2,600.00

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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.
- 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)).

MATHEMATICS 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
1. Percentage of students making learning gains in mathematics.			1.1. Challenge of working with students who come from low SES backgrounds	1.1. Ensure that all teachers receive professional development related to effective instructional strategies in math and implement strategies within the classroom. <u>Distribution of Building Engaged Schools</u> by Gary Gordon <u>Distribution of Research-Based Strategies</u> by Ruby Payne and training <u>Distribution of Hear Our Cry: Boys in Crisis and My Orange Duffel Bay</u> <u>Distribution of The Journey of Al and Gebra to the Land of Algebra</u>	1.1. Math Teacher Administrative Team Guidance Counselor Dept. Chairmen Teachers Support Staff Paraprofessionals PLC Team	1.1. Ongoing progress monitoring of formative assessments and VSET teacher observations by administrators; instructional technology; Compass Odyssey software	1.1. DJJ Common Assessments District Assessments Assessments FCAT results EOC exam results
Ensure that each student in the program will achieve learning gains in math for math computation and math application	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	During the 2011-2012 school year 57% (28) of students obtained learning gains in mathematics for math computation and math application	During the 2012-2013 school year it is expected that 62% (28) students will obtain learning gains in math for math computation and math application					
			1.2. There is a high mobility rate impacting the stability of students’ proficiency	1.2. Ensure that all teachers receive professional development related to effective instructional strategies in math across the curriculum and implement strategies within the classroom.	1.2. Math Teacher Administrative Team Guidance Counselor Dept. Chairmen Teachers Support Staff Paraprofessionals PLC Team	1.2. Track student growth using assessments and meet regularly as department teams to foster growth among all students using formative data; instruction technology; Compass Odyssey software	1.2. DJJ Common Assessments District Assessments assessments FCAT results EOC exam results
			1.3. The majority of our students with disabilities are below grade level.	1.3. Ensure that all teachers receive professional development related to effective instructional strategies in math for SWDs and implement strategies within the classroom. Provide specific scientifically based supplemental reading programs.	1.3. Math Teacher Administrative Team Guidance Counselor Dept. Chairmen Teachers Support Staff Paraprofessionals PLC Teams	1.3. Ongoing progress monitoring of formative assessments and VSET teacher observations by administrators; instructional technology; Compass Odyssey software	1.3. DJJ Common Assessments District Assessments FCAT results EOC results
			1.4. Challenges of working with students limited academic engagement which inhibits learning	1.4. Provide appropriate interventions and incentives to help ensure that students will improve their GPAs by .5 on a 4.0 scale.	1.4. Math Teacher Administrative Team Guidance Counselor Dept. Chairmen Teachers Support Staff Paraprofessionals PLC Teams	1.4. Ongoing progress monitoring of formative assessments and VSET teacher observations by administrators; instructional technology; Compass Odyssey software	1.4. DJJ Common Assessments District Assessments Assessments FCAT results EOC exam results
May 2012 Rule 6A-1.099811 Revised May 25, 2012			1.5. Many students have emotional or behavioral concerns which impede proficiency.	1.5. Ensure that all teachers receive professional development related to effective behavioral strategies via RtI and the Why Try Program and implement strategies within the classroom Review all Functional Behavioral Assessments (FBAs) Behavioral Improvement plans (BIPs) and	1.5. Math Teacher Administrative Team Guidance Counselor Dept. Chairmen Teachers Support Staff Paraprofessionals PLC Teams	1.5. Ongoing progress monitoring of formative assessments and VSET teacher observations by administrators; instructional technology; Compass Odyssey software	1.5. DJJ Common Assessments District Assessments Assessments FCAT results EOC exam results

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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
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Mathematics Goal #2: NA	Baseline data 2010-2011						

Algebra End-of-Course (EOC) Goals

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

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Algebra EOC 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	
1. Students scoring at Achievement Level 3 in Algebra.			1.1.	1.1.	1.1.	1.1.	1.1.	
Algebra Goal #1: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
			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	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			2.1.	2.1.	2.1.	2.1.	2.1.	
Algebra Goal #2: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
			2.2.	2.2.	2.2.	2.2.	2.2.	
			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
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.								
Baseline data 2010-2011								
Algebra Goal #3: NA								
May 2012 Rule 6A-1.099811 Revised May 25, 2012								

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Geometry End-of-Course Goals

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

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Geometry EOC 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	
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.	
Geometry Goal #1: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
			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	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.	
Geometry Goal #2: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
			2.2.	2.2.	2.2.	2.2.	2.2.	
			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
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Baseline data 2010-2011					
Geometry Goal #3: NA May 2012 Rule 6A-1.099811 Revised May 25, 2012								

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Mathematics 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
VSET Training	All	PD Facilitator	All	8/13/2012	As Needed	Administrator
Building Awareness of CCSS	All	PD Facilitator	All	8/29/2012	As Needed	Administrator
VSET Training	All	PD Facilitator	All	9/21/2012	As Needed	Administrator
Deepening Awareness of CCSS	All	PD Facilitator	All	9/26/2012	As Needed	Administrator
Planning for CCSS	All	PD Facilitator	All	10/10/2012	As Needed	Administrator
Building Rigor for the CCSS	All	PD Facilitator	All	10/24/2012	As Needed	Administrator
Students' Role in CCSS	All	PD Facilitator	All	11/14/2012	As Needed	Administrator
Designing Assessments	All	PD Facilitator	All	12/05/2012	As Needed	Administrator
Formative Assessments	All	PD Facilitator	All	1/23/2013	As Needed	Administrator
Next Step for CCSS	All	PD Facilitator	All	2/6/2013	As Needed	Administrator
Literacy Leadership Meeting	All	PD Facilitator	All	10/19/2012	As Needed	Administrator
Literacy Leadership Meeting	All	PD Facilitator	All	12/21/2012	As Needed	Administrator
Literacy Leadership Meeting	All	PD Facilitator	All	3/11/2013	As Needed	Administrator
Literacy Leadership Meeting	All	PD Facilitator	All	5/28/2013	As Needed	Administrator

Mathematics Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.

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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide specific scientifically based supplemental math materials	Supplemental math materials	Title I	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student Interventions/Incentives	Principal Incentives	School Improvement Funds	\$200.00
			Grand Total: \$2,200.00

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Biology End-of-Course (EOC) Goals

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

Biology EOC Goals			Problem-Solving Process to Increase Student 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. Students scoring at Achievement Level 3 in Biology.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology Goal #1: NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			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
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal #2: NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			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	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates and Schedules (e.g. , Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		
VSET Training	All	PD Facilitator	All	8/13/2012	As Needed	Administrator
Building Awareness of CCSS	All	PD Facilitator	All	8/29/2012	As Needed	Administrator
VSET Training	All	PD Facilitator	All	9/21/2012	As Needed	Administrator
Deepening Awareness of CCSS	All	PD Facilitator	All	9/26/2012	As Needed	Administrator
Planning for CCSS	All	PD Facilitator	All	10/10/2012	As Needed	Administrator
Building Rigor for the CCSS	All	PD Facilitator	All	10/24/2012	As Needed	Administrator
Students' Role in CCSS	All	PD Facilitator	All	11/14/2012	As Needed	Administrator
Designing Assessments	All	PD Facilitator	All	12/05/2012	As Needed	Administrator
Formative Assessments	All	PD Facilitator	All	1/23/2013	As Needed	Administrator
Next Step for CCSS	All	PD Facilitator	All	2/6/2013	As Needed	Administrator
Literacy Leadership Meeting	All	PD Facilitator	All	10/19/2012	As Needed	Administrator
Literacy Leadership Meeting	All	PD Facilitator	All	12/21/2012	As Needed	Administrator
Literacy Leadership Meeting	All	PD Facilitator	All	3/11/2013	As Needed	Administrator
Literacy Leadership Meeting	All	PD Facilitator	All	5/28/2013	As Needed	Administrator

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
			Subtotal:
Technology			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

Civics End-of-Course (EOC) Goals

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Civics EOC 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
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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.						
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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

U.S. History End-of-Course (EOC) Goals

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student 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. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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.						
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	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

2012-2013 School Improvement Plan Juvenile Justice Education Programs

				meetings)		

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

Career Education Goals

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

Guiding Questions to Inform the Problem-Solving Process

- What career type does the program offer?
- How does the program provide career exploration for all students?
- What hands-on technical training does the program provide (type 3 programs)?
 - For type 3 programs what industry certifications are offered?
 - How many students earned industry certifications?
 - Is the program a Career and Professional Education (CAPE) Academy?

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

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.	1.1.	1.1.	1.1.	1.1.	
Ensure that all students in the program have an opportunity to earn industry certifications i.e., Florida Ready to Work; Microsoft Office Specialist; and IC ³ Adobe Photoshop	2012 Current Level :*	Challenge of working with students who come from low SES backgrounds	Ensure that all teachers receive professional development related to effective instructional strategies in career education and implement strategies within the classroom. Distribution of <u>Building Engaged Schools</u> by Gary Gordon Distribution of <u>Research-Based Strategies</u> by Ruby Payne and training Distribution of <u>Hear Our Cry: Boys in Crisis and My Orange Duffel Bay</u> Distribution of <u>The Journey of Al and Gebra to the Land of Algebra</u>	Career/Vocational Teacher Administrative Team Guidance Counselor Transition Specialist Dept. Chairmen Teachers Support Staff Paraprofessionals PLC Teams	Track student growth using assessments and meet regularly as department teams to foster growth among all students using formative data: instructional technology; Choices Career Planner, Florida Ready to Work; Microsoft Office Specialist, IC ³ Adobe Photoshop	DJJ Common Assessment Choices Career Planner Florida Ready to Work Microsoft Office Specialist, IC ³ Adobe Photoshop	
	2013 Expected Level :*						Florida Ready to Work; Microsoft Office Specialist; and IC ³ Adobe Photoshop
	Ensure that all students in the program have an opportunity to earn industry certifications i.e.						
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.4.	1.4.	1.4.	1.4.	1.4.	
May 2012		1.5.	1.5.	1.5.	1.5.	1.5.	
Rule 6A-1.099811 Revised May 25, 2012		1.5.	1.5.	1.5.	1.5.	1.5.	

**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
VSET Training	All	PD Facilitator	All	8/13/2012	As Needed	Administrator
Building Awareness of CCSS	All	PD Facilitator	All	8/29/2012	As Needed	Administrator
VSET Training	All	PD Facilitator	All	9/21/2012	As Needed	Administrator
Deepening Awareness of CCSS	All	PD Facilitator	All	9/26/2012	As Needed	Administrator
Planning for CCSS	All	PD Facilitator	All	10/10/2012	As Needed	Administrator
Building Rigor for the CCSS	All	PD Facilitator	All	10/24/2012	As Needed	Administrator
Students' Role in CCSS	All	PD Facilitator	All	11/14/2012	As Needed	Administrator
Designing Assessments	All	PD Facilitator	All	12/05/2012	As Needed	Administrator
Formative Assessments	All	PD Facilitator	All	1/23/2013	As Needed	Administrator
Next Step for CCSS	All	PD Facilitator	All	2/6/2013	As Needed	Administrator
Literacy Leadership Meeting	All	PD Facilitator	All	10/19/2012	As Needed	Administrator
Literacy Leadership Meeting	All	PD Facilitator	All	12/21/2012	As Needed	Administrator
Literacy Leadership Meeting	All	PD Facilitator	All	3/11/2013	As Needed	Administrator
Literacy Leadership Meeting	All	PD Facilitator	All	5/29/2013	As Needed	Administrator

Career Education Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total:

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.

Guiding Questions to Inform the Problem-Solving Process

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

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

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	
1. Transition Goal			1.1.	1.1.	1.1.	1.1.	1.1.	
<p>Ensure that all students in the program will receive counseling upon entry into the program and again upon release /exit/transiting from the program.</p>	<p><u>2012 Current Level</u> :*</p>	<p><u>2013 Expected Level</u> :*</p>	<p>Challenge of working with students who come from low SES backgrounds</p>	<p>Ensure that all teachers receive professional development related to effective instructional strategies in transition and implement strategies within the classroom.</p> <p><u>Distribution of Building Engaged Schools</u> by Gary Gordon</p> <p><u>Distribution of Research-Based Strategies</u> by Ruby Payne and training</p> <p><u>Distribution of Hear Our Cry: Boys in Crisis and My Orange Duffel Bay</u></p> <p><u>Distribution of The Journey of Al and Gebra to the Land of Algebra</u></p>	<p>Career/Vocational Teacher</p> <p>Administrative Team</p> <p>Guidance Counselor</p> <p>Transition Specialist</p> <p>Dept. Chairmen</p> <p>Teachers</p> <p>Support Staff</p> <p>Paraprofessionals</p> <p>PLC Teams</p>	<p>Track ongoing weekly updates from program provider; transition meeting (approximately 2 weeks prior to release); aftercare/exit meeting upon immediate release from program.</p> <p>Track ongoing Credentials earned; course completions earns</p>	<p>Exit Transition Goal Sheet</p> <p>Choices Career Planner</p> <p>Transcripts</p> <p>Academic Improvement Plans</p> <p>Course Completions Summary</p> <p>Work Credentials</p> <p>Work Certifications Summary Pre/Post DJJ</p> <p>Common Assessments</p>	
	<p>During the 2011-2012 school year 95% (28) students received counseling upon entry into the program and upon release/exit/transiting from the program</p>	<p>During the 2012-2013 school year it is expected that 100% (28) students will receive counseling upon entry into the program and upon release/exit/transiting from the program</p>		<p>1.2.</p> <p>There is a high mobility rate impacting the stability of students' proficiency</p>	<p>1.2.</p> <p>Ensure that all teachers receive professional development related to effective instructional strategies in transition across the curriculum and implement strategies within the classroom.</p>	<p>1.2.</p> <p>Career/Vocational Teacher</p> <p>Administrative Team</p> <p>Guidance Counselor</p> <p>Transition Specialist</p> <p>Dept. Chairmen</p> <p>Teachers</p> <p>Support Staff</p> <p>Paraprofessionals</p> <p>PLC Teams</p>	<p>1.2.</p> <p>Track ongoing weekly updates from program provider; transition meeting (approximately 2 weeks prior to release); aftercare/exit meeting upon immediate release from program.</p> <p>Track ongoing Credentials earned; course completions earns</p>	<p>1.2.</p> <p>Exit Transition Goal Sheet</p> <p>Choices Career Planner</p> <p>Transcripts</p> <p>Academic Improvement Plans</p> <p>Course Completions Summary</p> <p>Work Certifications</p> <p>Work Credentials</p> <p>Summary Pre/Post DJJ</p> <p>Common Assessments</p>
				<p>1.3.</p> <p>The majority of our students with disabilities are below grade level.</p>	<p>1.3.</p> <p>Ensure that all teachers receive professional development related to effective instructional strategies in transition for SWDs and implement strategies within the classroom.</p> <p>Provide specific scientifically based supplemental reading programs.</p>	<p>1.3.</p> <p>Career/Vocational Teacher</p> <p>Administrative Team</p> <p>Guidance Counselor</p> <p>Transition Specialist</p> <p>Dept. Chairmen</p> <p>Teachers</p> <p>Support Staff</p> <p>Paraprofessionals</p> <p>PLC Teams</p>	<p>1.3.</p> <p>Track ongoing weekly updates from program provider; transition meeting (approximately 2 weeks prior to release); aftercare/exit meeting upon immediate release from program.</p> <p>Track ongoing Credentials earned; course completions earns</p>	<p>1.3.</p> <p>Exit Transition Goal Sheet</p> <p>Choices Career Planner</p> <p>Transcripts</p> <p>Academic Improvement Plans</p> <p>Course Completions Summary</p> <p>Work Credentials</p> <p>Work Certifications</p> <p>Summary Pre/Post DJJ</p> <p>Common Assessments</p>
<p>May 2012</p> <p>Rule 6A-1.099811</p> <p>Revised May 25, 2012</p>			<p>1.4.</p> <p>Challenges of working with students limited academic engagement which inhibits learning</p>	<p>1.4.</p> <p>Provide appropriate interventions and incentives to help ensure that students will improve their GPAs by .5 on a 4.0 scale.</p>	<p>1.4.</p> <p>Career/Vocational Teacher</p> <p>Administrative Team</p> <p>Guidance Counselor</p> <p>Transition Specialist</p> <p>Dept. Chairmen</p> <p>Teachers</p> <p>Support Staff</p> <p>Paraprofessionals</p> <p>PLC Teams</p>	<p>1.4.</p> <p>Track ongoing weekly updates from program provider; transition meeting (approximately 2 weeks prior to release); aftercare/exit meeting upon immediate release from program.</p> <p>Track ongoing Credentials earned; course completions earns</p>	<p>1.4.</p> <p>Exit Transition Goal Sheet</p> <p>Choices Career Planner</p> <p>Transcripts</p> <p>Academic Improvement Plans</p> <p>Course Completions Summary</p> <p>Work Credentials</p> <p>Work Certifications</p> <p>Summary Pre/Post DJJ</p> <p>Common Assessments</p>	
			1.5	1.5	1.5	1.5	1.5	

**2012-2013 School Improvement Plan Juvenile Justice Education Programs
Transition Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic 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 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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total:

Attendance 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.

Guiding Questions to Inform the Problem-Solving Process

2012-2013 School Improvement Plan Juvenile Justice Education Programs

- 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)).

ATTENDANCE GOAL(S)		Problem-solving Process to Increase Attendance					
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	
1. Attendance Goal # 1		1.1.	1.1.	1.1.	1.1.	1.1.	
N/A RAP is a residential facility – attendance is mandatory	2012 Current Attendance Rate:*						2013 Expected Attendance Rate:*
	2012 Current Number of Students with Excessive Absences (10 or more)						2013 Expected Number of Students with Excessive Absences (10 or more)
	2012 Current Number of Students with Excessive Tardies (10 or more)						2013 Expected Number of Students with Excessive Tardies (10 or more)
		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 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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.

Reading Budget	
Provide specific scientifically based supplemental reading materials	Total:\$2,600.00
Math Budget	
Provide specific scientifically based supplemental math materials	Total: \$2,200.00
Science Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Career Budget	Total:
Transition Budget	Total:
Attendance Budget	Total:
Grand Total:\$4,800.00	

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
Principal Incentives	\$200.00

Describe the activities of the School Advisory Council for the upcoming year.
2012-2013 School Advisory Council activities will revolve around greater communication with the membership with academic updates; budget updates, and principal/assistant principal reports. The SAC will review/change and approve the bylaws, examine aspects of the school while developing the SIP and decide how to spend SAC funds to the SIP goals. The SAC will be provided information on training and implementation of the Common Core State Standards. The SAC will be provided a presentation on the Why Try Program that addresses increased academic success; drug and alcohol prevention and school violence prevention. The SAC will also be provided a presentation on our Anti-Bullying Program. Sac will review the Compass Odyssey program which is the primary delivery method of instruction for this program.