

# 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: Palm Beach Juvenile Detention Center	District Name: Palm Beach
Principal: Dr. Joseph Lee	Superintendent: Wayne E. Gent
SAC Chair: Roderick White	Date of School Board Approval: December, 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**

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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	Dr. Joseph Lee	Doctorate of Educational Leadership, Master Degree in Educational Leadership	1	12	
Assistant principal	Don Edwards	Specialist in Educational Leadership, Master in Varying Exceptionalities.	4	5	FY 11/ 12: Palm Beach county Jail school Grades results is not yet up dated.  FY 10/11: Palm Beach County Jail  Reading: Improving  Math: Improving  Overall Rating: Improving

## 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	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior common assessment
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Area		Certification(s)	Years at Current School	an Instructional Coach	data learning gains). The school may include AMO progress along with the associated school year.
	Funding not available for coaches this school year				

**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	Freddy Israel	Bachelor  Prof. Cert Math grades 5-9  & grades 6-12. ESE,ESOL and Reading Endorsed	5	11	N/A
Science	Mark Williams	Bachelor  Prof. Cert. ESE, ESOL Endorsed, Elementary Ed grades 1-6 and general science grades 5-9	3	26	N/A

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Reading	Mary Eaderesto	Bachelor Prof. Cert. ESE, Home Economics and Reading Endorsed	3	8	N/A
Social Science	Sylvia Jackson	Bachelor Prof. Cert. Social Science, ESE, Reading Endorsed, MG General Science5-9	4	9	N/A
ESE	Francis O’Boyle	Bachelor Prof. Cert. ESE, ESOL Math and Educational Leadership	1	23	N/A
English	Lucinda Adkins	Bachelor Prof. Cert. ESE, Reading grades K-12 English grades 5-12 and ESOL Endorsed	1	13	N/A

**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. Recruiting: as needed, District Job Fairs and recruiting at Universities	Principal and Assistant Principal	On going	N/A
2. Retaining: new teachers are paired with veteran staff and work with Assistant Principal and mentor in the Educator Support Program	Assistant Principal	On going	N/A
3. Retaining: All teachers participate in professional development to support instruction and have opportunities at learning team meetings to work with teachers in same content area from other schools in Student Intervention Services.	Principal and Assistant Principal	On going	N/A

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4. Recruiting: as needed, District Job Fairs and recruiting at universities	Principal and Assistant Principal	On going	N/A
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***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
0	N/A

***Staff Demographics***

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

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

To	%	%	%	%	%	%	%	%	%
tal	of	of	of	of	of	Hi	Re	Na	
Nu	Fir	Te	Te	Te	Te	gh	ad	tio	ES
m	st-	ach	ach	ach	ach	ly	ing	nal	OL
ber	Ye	ers	ers	ers	ers	Eff	En	Bo	End
of	ar	with	with	with	wi	ect	dor	ard	orse

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In str uc tio nal Sta ff	Te ach ers	1-5 Yea rs of Exp erie nce	6- 14 Yea rs of Exp erie nce	15+ Yea rs of Exp erie nce	th Ad van ced De gre es	ive Te ac her s	sed Te ac her s	Ce rtif ied Te ac her s	d Tea cher s
6	0	0	4	2	3	6	3	0	3

***Teacher Mentoring Program***

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

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

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### ***\*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.

1. Principal discussion during preschool meeting.
2. Reading Strategy of the Month reviewed with all teachers and in Faculty Plan book. Classroom visits by Assistant Principal and Principal to review the lesson plans.
3. Weekly vocabulary words with all classes distributed by reading coach.
4. Biweekly school level meeting with teachers and assistant principal discussion on what worked, what didn't. The school will implement a "Reading Strategy of the Month". All teachers will teach and implement these strategies each month in their classrooms. Teachers will share their success each month with the Assistant Principal . A monthly news letter will be sent with teachers' successes and encouragement to continue.
5. Classroom, "Reading" Walk Through will be conducted by the administrator to ensure all teachers are teaching reading strategies.

### ***\*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 majority of students in this school stay an average of 90 days after which they return to their home SAC school. Students explore career opportunities in their content courses through teacher instruction and research opportunities. Students are enrolled in six classes while at this school and if Intensive Reading and Intensive Math are not required per state requirements, students are enrolled in a career exploration course and e2020



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credit recovery courses.

The relationships between subjects and relevance to the student's future are applied through project based instruction and the implementation of Career Courses offered. Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software in addition to Internet Instructional Web sites such as FCAT Explorer, Discovery Education, and river deep, national Geographic Kids will also be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to student in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students will also participate in tutorial session provided by Title I.

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 guidance counselor meets with each student to review course completion and assist students with determining courses needed in pursuit of student goals. The Graduation/Career Coach, Alma Horne (funded through a grant) meets with the student body and parents, assists with the planning of a Career Day for students and presentation to parents of district academic opportunities (Magnet and Choice programs) as alternatives when their children transitions out of Palm Beach Juvenile Detention Center.

### *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.

Student will be allowed to participate in E2020 credit recovery in an effort to increase their Grade Point Average (GPA) for graduation purposes. The guidance counselor meets with students upon their arrival to the program to review and discuss their plans for success and ensure that they have the

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correct courses they need to prepare them for graduation. Students are made aware of graduation requirement.

**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</b>					
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	<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		

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<p><b>I. Percentage of students making learning gains— in reading.</b></p> <p><u>Reading Goal #1:</u></p>	<p>I.1. Students have varied vocabulary, Reading levels and classes are multiple grade levels.</p>	<p>I.1. (A) Use available technology that will diagnose reading difficulties and prescribe the appropriate software program specifically Read On.  (b) Enhance students' reading abilities using software programs, specifically E2020, Odyssey, and Destination Reading.  (c) Motivate students to continue by recognition. Students will be recognized weekly by the assistant principals based on data from software reports and teacher grade book. Students will be given awards.</p>	<p>I.1. (A) Classroom teachers, Reading Coach and Assistant Principal.  (b) Teachers  (c) Teachers and Assistant Principals</p>	<p>I.1. (A) Daily monitoring of progress reports available on the software programs and teacher graded class work.  (b) Daily monitoring of progress reports available on the software programs and teacher graded class work.  (c) Weekly monitoring of teacher grade books.</p>	<p>I.1. 80% mastery on all reports as directed by the software programs.  (b) 80% mastery in teacher grade book on student assignments.  (c) Teachers and Assistant Principals.</p>		
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	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>Enter narrative for the goal in this box. Based on trends over the last five years, each FCAT-tested grade level that has been enrolled for a period of 90 days will show an overall increase of 10 percentage points in reading achievement for the 2012-2013 school years.</i></p>	N/A	N/A					
		<p>1.2. Development of Higher Order Questions</p>	<p>1.2. Teachers will ask a minimum of three higher order questions in lesson plans.</p>	<p>1.2. Teacher, Reading Coach and Assistant Principal</p>	<p>1.2. Assistant Principals will review lesson plans. Teachers will document the questions on their plans.</p>	<p>1.2. Classroom walkthrough logs and frequency of questions observations. Lesson Plan review</p>	

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		<p>1.3. Providing assistance to students in mixed-ability classroom populations and frequency of student entering/exiting program.</p>	<p>1.3. Students will receive differentiated instruction based upon analysis of prior year FCAT, FAIR Reading Comprehension, Maze and Work Analysis results and teacher observation:  Tier i: Determine core instructional needs by reviewing assessment for all. Plan differentiated instruction using evidence-based instruction/intervention within 100 minute reading block.  Tier ii: Plan supplemental instruction/intervention for students not</p>	<p>1.3. Administration Reading Teacher ESE contact Support Facilitators School Based Team</p>	<p>1.3. FAIR SRI Diagnostics Embedded Assessments through Core K12</p>	<p>1.3. Student progress is monitored through assessment between testing periods. Lesson plans will be reviewed by administration for differentiated instruction and observed during classroom walkthroughs.</p>	
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	
<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>						

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<p><u>Reading Goal #2:</u></p>  <p>Reduce Achievement gap by 10% or match District reduction in achievement gap</p>							
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**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
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Florida Assessment of Instruction in Reading (FAIR) and PMRN training for utilizing data	5-12	Lucinda Adkins/ Gloria Frech	Reading Teachers and AP	Sept. 13, 2011 training of AP  Sept. 6, Teacher training  Learning Team meetings	FAIR Reports	Assistant Principal
Content Area Reading Strategies and CRISS training	All teachers grades 5-12	PD Facilitator	All Teachers	Biweekly staff meeting and lesson study meetings	Observed implementation through walkthroughs and lesson plans	Administration
Using Common Core, EDW and Item Specifications to develop student information for progress monitoring	All teachers grades 5-12	Quality Assurance support team, District training	All Teachers	Sept., 2011 – June 2012	Administrative classroom walkthroughs	Administration

**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)			
Reading blocks time.	Description of Resources	Funding Source	Available Amount



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<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize resources for classroom instruction and professional development day	computers, desktop	Title I Part D, Grant	\$2,500.00
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
	International Reading Conference	ARRA Grant	\$3,300.00
	Model School Conference	ARRA Grant	\$3,300.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide in house experts to assist teachers with meeting AYP Goals for Reading	Temporary coverage for Professional Development. Provide substitute coverage for teachers	Title I	\$1,250.00
Provide extra tutorial services	Materials and supplies needed for tutorials services	Title I	\$1,250.00
<b>Grand Total:</b>			

*End of Reading Goals*

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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)).

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

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<p><b>1. Percentage of students making learning gains in mathematics.</b></p> <p>—</p> <p><u>Mathematics Goal #1:</u></p>	<p>1.1. Unified approach among teacher's within grade levels.</p>	<p>1.1. Teachers/Admin will review prior data (FCAT and diagnostics, Pearson) upon and complete students will complete STAR Math Assessment. 2. Teacher will identify students with areas of need and target these students for small group instruction, pull-out and after-school tutorial. 3. Review January diagnostic data to monitor progress and provide appropriate intervention as described above</p>	<p>1.1. Math teacher assisted by Math coach and supported by AP</p>	<p>1.1. Progress monitor through diagnostics, Star Math, FCAT Explorer, V-math and teacher assessments.</p> <p>2. Maranon or observations</p>	<p>1.1. . . . Diagnostics, FCAT Explorer, teacher assessments.</p> <p>2. Math IBMs, CORE K12 and Gizmo</p>		
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By June of 2013, 65% of students will perform at Level 3 or above in math as measured by FY13 FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	64%	65%					
		1.2. Students entering from different schools/ teachers on different places in the curriculum.	1.2.(a) Teachers will follow district pacing charts and scope and sequence using district and teacher generated assessments, diagnostics, pre and post test, and Problem of the Day  (b) Develop instructional focus calendar for Math and Intensive classes	1.2. A) Math Teacher and Math Coach  (b) Math Teacher, Math Coach, Administrator.  (c) Math Teacher	1.2.(a) Lesson plan will be submitted and reviewed by Assistant Principal and checked during classroom walkthroughs  (b) Administration will monitor IFC through classroom walkthrough  (c) Weekly assessments	1.2. A) Review effectiveness of assessments diagnostics and other online assessments.  (b) Administrator will review IFC. Math IBMs, CORE K12 and Gizmos  (c) Student	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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	
<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 Student Achievement</b>						

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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. Students scoring at Achievement Level 3 in Algebra.</b></p>	<p>1.1. Since all classes are multi-grade and multi-course, providing enhancement/enrichment activities is a challenge</p>	<p>1.1. Teachers will utilize blackboard configuration to inform students of objectives, essential questions, and evaluation scales. Provide math tutoring.</p>	<p>1.1. Teachers, Administrators.</p>	<p>1.1. The teacher will monitor student progress and understanding using oral questioning, quizzes, and class work.</p>	<p>1.1. Data obtained from: Teacher evaluation, EDW, EOC results.</p>		

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<p><u>Algebra Goal #1:</u></p> <p>65% of the Students will achieve proficiency in the Algebra End of Course exam (ECO).</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p>65%</p>					
		<p>1.2. Students lack of awareness of what they are learning and their progress.</p>	<p>1.2. Gizmos will be utilized to reinforce benchmarks in grade 9 math classes. Provide math tutoring.</p>	<p>1.2. Teachers, Math Administrator.</p>	<p>1.2. Gizmos usage reports.</p>	<p>1.2. Comprehension checks, Diagnostic Test, EOC exams</p>	
		<p>1.3. Lack of opportunity for students to apply critical thinking skills in the classroom</p>	<p>1.3. Teachers will attend trainings on critical thinking in order to design lessons that model critical thinking skills and allow students the opportunity to engage in critical thinking activities with teacher guidance</p>	<p>1.3. Instructional coach, principal, and assistant principal</p>	<p>1.3. Lesson plan reviews and classroom walkthroughs</p>	<p>1.3. Lesson plans and classroom walkthrough logs</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>		

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<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>  N/A.</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.	



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		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>  N/A							

*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>						
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	<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		

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<p><b>1. Students scoring at Achievement Level 3 in Geometry.</b></p>	<p>I.1. Since all classes are multi-grade and multi-course, providing enhancement/enrichment activities is a challenge</p>	<p>I.1. Teachers will utilize blackboard configuration to inform students of objectives, essential questions, and evaluation scales.</p>	<p>I.1. Teachers, Administrators</p>	<p>I.1. The teacher will monitor student progress and understanding using oral questioning, quizzes, and class work.</p>	<p>I.1. Data obtained from: Teacher evaluation, EDW, EOC results.</p>		
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<u>Geometry Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Students will achieve proficiency in the Geometry End of Course Exam.							
	N/A	55%					
		1.2.  Students lack of awareness of what they are learning and their progress.	1.2. Provide math tutoring.	1.2 Teachers, Guidance, Administrators.	1.2. Teacher's continual evaluation of student understanding.	1.2. Diagnostic EOC test results, EOC results.	
		1.3... Challenge is to determine ability of students entering in January (90%) and motivating them to perform to the best of their ability.	1.3. Gizmos will be utilized to reinforce benchmarks in grades 9 and 10 math classes.	1.3. Teachers, Math Administrator	1.3. Gizmos usage reports.	1.3. Comprehension checks, Diagnostic Test, EOC exams.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<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></p> <p><i>Enter narrative for the goal in this box.</i></p> <p>N/A</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.	

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		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**

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 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 Facilitator, math Coach, Area Support Team	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
VMath	6 - 8	PLC Leader PD Facilitator, math Coach, Area Support Team	Middle grades	preschool, Sept	Classroom Observation, participation on VMath Live	AP, Math Coach
Gizmos	6 - 12	PD Facilitator, Area Support Team	math and science teachers school-wide	Preschool, October PDD	Usage on Gizmos, lesson plans	AP, math Coach
Differentiated Instruction	6 - 12	PD Facilitator	school-wide	District PD Schedule	Classroom Observation	AP, Math Coach
Rotational Instructional Model	6 - 12	Math Coach PLC	Math teachers	Oct., Nov small groups meetings	Classroom observation	Math Coach

*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)			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Teachers to utilize class room manipulative to enhance learning	Manipulative, markers and erasers for student response boards	ARRA	\$4,803.00
Teachers to utilize class room manipulative to enhance learning	Portfolio folders, paper, post it notes, chart paper, index cards, highlighters, and whiteboard markers	Title I	\$1,000.00
<b>Subtotal:</b>			
<b>Technology</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Students in targeted groups will receive before, during or after-school tutoring differentiate instruction for students needing Tier 2 and 3 instruction in math	V-Math Instruction	Title I	\$2,722.00
<b>Subtotal:</b>			



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

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize in-house experts to lead professional development activities and utilize district personnel	Temporary coverage for Professional Development. Provide substitute coverage	Title I	\$2,000.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide extra tutorial services	Materials and supplies needed for tutorial services	Title I	\$2,155.00
<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>						
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**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

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. Students scoring at Achievement Level 3 in Biology.</b></p>	<p>I.1. Since all classes are multi-grade and multi-course, providing enhancement/enrichment activities is a challenge</p>	<p>I.1. Teachers will use bell-ringer writing prompts (i.e. Learning Village) to begin class where appropriate.</p>	<p>I.1. Department Chair, Assistant Principal</p>	<p>I.1. Classroom Visits by Assistant Principals and Principal</p>	<p>I.1. Fall and Winter Diagnostics, EDW Reports.</p>		

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

<p><u>Biology Goal #1:</u> Students will meet high standards on the 2013 Biology End of Course Exam</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p>50%</p>					
		<p>1.2. Students lack of awareness of what they are learning and their progress</p>	<p>1.2. Gizmos will be incorporated into benchmarks for instruction in all science classes.</p>	<p>1.2.Department Chair, Assistant Principal</p>	<p>1.2.Classroom Visits by Assistant Principals and Principal</p>	<p>1.2. Feedback from students, test results on end of chapter/project tests.</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 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
Gizmos	6-12	PD Facilitator, Area support Team	Science Teachers	October, LTM	Gizmo usage reports	Area support science team and AP
NGSSS	6-12	PD Facilitator, district	science Teachers	Preschool	Lesson Plan review	AP

**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)			

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

Strategy	Description of Resources	Funding Source	Amount
Teachers will utilize computer labs and computers in class to access FCAT Explorer and Gizmos	Lab equipment(microscopes, prepared slides, black lights, models, Composition, books (graph paper) for lab books	Title I	\$5,910.00
Teachers to add rigor and relevance to their curriculum	FCAT Coach Books	Title I	\$1,500.00
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data			
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers to increase their knowledge of curriculum	CRISS, Effective Science Hands-on Training	Title I	\$1,500.00
Students in targeted groups will receive after school tutoring	Provide funding for after-school tutoring for science students not meeting academic goals.	Title I	\$1,500.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data			
<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)).

Civics EOC Goals	Problem-					

**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		
<b>1. Students scoring at Achievement Level 3 in Civics.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		

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

<u>Civics_Goal #1:</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>					
		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		



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

<p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b></p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p><u>Civics 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	
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**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
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**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

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

<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*

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

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. Students scoring at Achievement Level 3 in U.S. History.</b></p>	1.1.	1.1.	1.1.	1.1.	1.1.		
<p><b><u>U.S. History Goal #1:</u></b>  <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>					

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

	<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>					
		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.

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**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
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**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.

**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)).

<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**

<p><b>1. Career Education Goal</b></p>	<p>I.1. Meeting with the necessary district and state personnel to assist with this project</p>	<p>I.1. Call Gloria Bailey (State) and James Cooper (District) to set up a meeting during preschool week and ask both to bring sample timelines they have received from other programs like ours.</p>	<p>I.1. CTE Coordinator; CTE AP</p>	<p>I.1. Meeting Itself and Meeting Minutes  Checking progress of the timelines throughout the year</p>	<p>I.1. Periodic Walk-through Forms</p>		
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**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
<p><i>Enter narrative for the goal in this box.</i></p> <p>All students will participate in Choices Interest and Learning Style Inventories.</p> <p>All students will understand their learning styles and explore careers reflecting their interests at this time.</p>							
	<p><i>Enter numerical data for current goal in this box.</i></p>	<p><i>Enter numerical data for expected goal in this box.</i></p>					
		<p>1.2. Getting the teachers to participate and complete the activity to be included in their teacher binders</p>	<p>1.2. Set a deadline for the timelines to be created and submitted (at a CTE school meeting attended by the AP and Principal) for discussion.</p>	<p>1.2. CTE Coordinator; CTE AP; Principal</p>	<p>1.2. Meeting and the Meeting Minutes  Survey for teacher feedback</p>	<p>1.2. Teacher Annual Evaluation Instrument</p>	

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

		1.3. Person to administer Interest and learning style Inventories.	1.3. Students will be enrolled in Choices Program and complete the Learning Styles Inventory and Interest Inventory. Information will be reviewed with students during Student Awareness Meetings (SAMS). Students will spend 30 minutes per week exploring Choices program and completing portfolio during Social Studies classes.	1.3. Career Resource Teacher, Guidance Counselor	1.3. Review of inventories and portfolios , student conversations	1.3. Teacher Annual Evaluation Instrument	
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**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

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

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
Creation of CTE Timelines	All CTE Courses	District CTE Facilitator	All CTE Teachers	October 2012	Monitoring of lesson plans' adherence to timelines	Assistant Principal
CTE Content Knowledge Updates	All CTE Courses	District CTE Facilitator	All CTE Teachers	On-Going	Monitoring of lesson plans and walkthroughs	Assistant Principal
Choices Training	6-12	Florence Maitland and Cheletia Morgan	Career Resource Teacher, Guidance Counselor, all students	On-Going	Documentation of Interest and Learning Styles Inventories, Choice Program Reports	Assistant Principal

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

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

**Grand Total:**

*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.

**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)).

<b>TRANSITION 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**

<p><b>I. Transition Goal</b></p>	<p>I.1.N/A Because the PBRJDC is only a holding facility, students may enter and be released prior to PBRJDC Guidance/Transition counselor being able to meet with them</p>	<p>I.1. The PBRJDC guidance/transition counselor meets with all students who are at the detention center 21 days to review academic records and discuss graduation and transition needs.</p>	<p>I.1. PBRJDC Guidance/Transition Counselor, PBRJDC Data Processor, PBRJDC Assistant Principal, and Alternative Education DJJ Transition Coordinator</p>	<p>I.1. The PBRJDC guidance/transition counselor will maintain records of meetings with students and The Alternative Education DJJ transition coordinator will conduct yearly DJJ Education Quality Assurance review of PBRJDC to monitor compliance with SIP transition goals and strategies.</p>	<p>I.1. The PBRJDC guidance/transition counselor will maintain records of meetings with students and The Alternative Education DJJ transition coordinator will conduct yearly DJJ Education Quality</p>		
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**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
<p><i>Enter narrative for the goal in this box. 100% of the students who were registered in school and are released from the PBRJ Detention Center will receive transition assistance from the PBRJDC Guidance/Transition Counselor</i></p>	100%	100%					

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

		<p>1.2... PBRJDC guidance/transition counselor may not be able to contact parents via phone.</p>	<p>1.2. For students returning to "in county" schools, upon release, the guidance/transition counselor notifies the students' anticipated next school via email of expected reentry/enrollment, monitors to ensure withdrawal grades are forwarded by the data processor to the next school, monitors school enrollment and contacts parents and/or Juvenile Probation Officers if students are not enrolled after 5 days from release to provide assistance.</p>	<p>1.2. PBRJDC Guidance/Transition Counselor, PBRJDC Data Processor, PBRJDC Assistant Principal, and Alternative Education DJJ Transition Coordinator</p>	<p>1.2.. The PBRJDC guidance/transition counselor maintains a database to track student enrollment after release and The Alternative Education DJJ transition coordinator conducts yearly DJJ Education Quality Assurance review of PBRJDC to monitor compliance with SIP transition goals and strategies.</p>	<p>1.2. The PBRJDC guidance/transition counselor's reentry database, phone logs and/or documentation of parent/JPO contact and fax receipts for withdrawal grades  The annual PBRJDC Alternative Education/DJJ Education Quality Assurance Report.</p>	
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**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

		<p>I.3. Withdrawal grades and current IEP's/504 plans from comprehensive schools may not be available at time of entry into DJJ residential commitment programs. They will need to be requested by the PBRJDC data processor or ESE contact and then faxed to DJJ programs as soon as received.</p>	<p>I.3. For students placed in DJJ residential commitment programs, the PBRJDC guidance/transition counselor ensures that the student's current educational records including cumulative transcript, IEPs/504 plans, assessment data and withdrawal grades are provided to the DJJ program at the time of entry.</p>	<p>I.3. PBRJDC Guidance/Transition Counselor, PBRJDC ESE Contact, PBRJDC Data Processor, PBRJDC Assistant Principal, and  Alternative Education DJJ Transition Coordinator</p>	<p>I.3. The PBRJDC guidance/transition counselor gathers necessary educational records and ensures that they are faxed to the educational department of the DJJ commitment program at the time of exit from PBRJDC and entry to the program.  The Alternative Education DJJ transition coordinator conducts yearly DJJ Education Quality Assurance review of PBRJDC to monitor compliance with SIP transition goals and strategies.</p>	<p>I.3. The PBRJDC guidance/transition counselor's fax receipts for entry education packets.  The annual PBRJDC Alternative Education/DJJ Education Quality Assurance Report.</p>	
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**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

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

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
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### Transition Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.	
Evidence-based Program(s)/Materials(s)	
Strategy	Descr
<b>Subtotal:</b>	
Technology	
Strategy	Descr
<b>Subtotal:</b>	
Professional Development	
Strategy	Descr
<b>Subtotal:</b>	
Other	
Strategy	Descr
<b>Grand Total:</b>	

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

*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.

<b>Guiding Questions to Inform the Problem-Solving Process</b>	
■	What was the attendance rate for 2011-2012?
■	How many students had excessive absences (10 or more) during the 2011-2012 school years?
■	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 years?
■	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 tardiest 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>					

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

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>					
	<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.	

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

**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
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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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

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

<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*

**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>

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

<b>Attendance Budget</b>	
	<b>Total:</b>
	<b>Grand Total:</b>

**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

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

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