FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
for Juvenile Justice Education Programs

2012–2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Marion Regional Juvenile Detention Center	District Name: Marion
Principal: Dama Abshier	Superintendent: James Yancey
SAC Chair: Brian Greene	Date of School Board Approval:

Student Achievement Data:

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

Administrators

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.
Supervisor	Dr. Dama Abshier	B.S. in Psychology, M.A. in Education, Ed.S. in School Psychology, Ph.D. in School Psychology. Certification in School Psychology PreK-12.	2	9	2011-2012: MCSO is a detention facility and is not measured for AYP, nor receives school grades or alternative school ratings 2010-2011: MCSO is a detention facility and is not measured for AYP, nor receives school grades or alternative school ratings
Program Manager	Brian Greene	B.S. and M.S. in Criminal Justice, M.Ed in Educational Leadership, Criminal Profiling undergraduate certificate	4	6	2011-2012: MCSO is a detention facility and is not measured for AYP, nor receives school grades or alternative school ratings 2010-2011: MCSO is a detention facility and is not measured for AYP, nor receives school grades or alternative school ratings

		and Corrections Leadership graduate certificate. Certification in 5-9 Social Science, K-6 Elementary Education, and Educational Leadership (all levels). Prior FDJJ Master Trainer and FDLE State certified instructor.			2009-2010: MCSO is a detention facility and is not measured for AYP, nor receives school grades or alternative school ratings
Lead Educator	Calvis Williamson	B.A. in Political Science, M.S. in Educational Leadership, ABD in Organizational Psychology. Certifications in Political Science 6-12, MGIC 5-9, and Educational Leadership (all levels).	8	3	2011-2012: MCSO is a detention facility and is not measured for AYP, nor receives school grades or alternative school ratings 2010-2011: MCSO is a detention facility and is not measured for AYP, nor receives school grades or alternative school ratings 2009-2010: MCSO is a detention facility and is not measured for AYP, nor receives school grades or alternative school ratings

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, Lead Teacher	Jane Routte	B.S. in English and Psychology, M.A.E in English and Counseling, Minor in Spanish. Certification in English for Speakers of Other Languages, English, Guidance and Counseling, and Reading Endorsement.	7	4	2011-2012: MCSO is a detention facility and is not measured for AYP, nor receives school grades or alternative school ratings 2010-2011: MCSO is a detention facility and is not measured for AYP, nor receives school grades or alternative school ratings 2009-2010: MCSO is a detention facility and is not measured for AYP, nor receives school grades or alternative school ratings

Math and Exceptional Student Education	Debra Hamed	B.S. in Business Education & M.A. in School Counseling. Certification in English for Speakers of Other Languages, English, Guidance & Counseling, Math, Middle Grade Integrated, Business Education, Exception Student Education (ESE), HOUSSE certification in Math, and Reading Endorsement.	7	3	2011-2012: MCSO is a detention facility and is not measured for AYP, nor receives school grades or alternative school ratings 2010-2011: MCSO is a detention facility and is not measured for AYP, nor receives school grades or alternative school ratings 2009-2010: MCSO is a detention facility and is not measured for AYP, nor receives school grades or alternative school ratings
Science and Curriculum Coordinator	Calvis Williamson	B.A. in Political Science, M.S. in Educational Leadership, ABD in Organizational Psychology. Certifications in Political Science 6-12, MGIC 5-9, and Educational Leadership (all levels).	8	3	2011-2012: MCSO is a detention facility and is not measured for AYP, nor receives school grades or alternative school ratings 2010-2011: MCSO is a detention facility and is not measured for AYP, nor receives school grades or alternative school ratings 2009-2010: MCSO is a detention facility and is not measured for AYP, nor receives school grades or alternative school ratings

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.
Science, Careers and Lang Arts	Jennifer Miller	B.A. in Psychology/ ESE K-12, Middle Grades Science 5-9	3	3	MRJDC does not receive AYP, school grades or school improvement ratings. Students are short-term students whose average length of stay is between 4 and 7 days.
Math and Social Studies	Ann Sliney	Bachelors Elementary Education. Certification in Elementary Education,	4	4	MRJDC does not receive AYP, school grades or school improvement ratings. Students are short-term students whose average length of stay is between 4 and 7 days.

		ESE, Math 5-9, MGIC, CAR-PD			

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. Posting positions on the district website. Qualified applicants will be screened from the district website/pool of applicants.	District Employment Services Department, Supervisor of Alternative Programs, Program Manager	6/30/2013	
2. Mentor program for new teachers who will pair with experienced teachers.	Supervisor of Alternative Programs, Curriculum Coordinator, Lead Teachers, Program Manager	6/30/2013	
3. Staff Development for first year teachers who will participate in and complete the new teacher program through the district, as well as ongoing professional development for less experienced to more experienced teachers.	District Staff Development Department, Supervisor of Alternative Programs, Program Manager	6/30/2013	
4. Planning time for teachers and for teacher collaboration	Supervisor of Alternative Programs, Lead Teacher, Curriculum Coordinator, Program Manager	6/30/2013	

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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
Jennifer Miller in the area of 5-9 Language Arts and Ann Sliney in the area of 5-9 Social Studies.	Teacher is going through professional development via DOE study guides, lesson planning and practice in preparation of the Subject Area Exam.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
2	0% (0)	100% (2)	0% (0)	0% (0)	0% (0)	100% (2)	0% (0)	0% (0)	0% (0)

Teacher Mentoring Program

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

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

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

The District has mandated the use of Common Core State Standards for this school year. This program involves all teachers to be reading teachers as the students will be reading and comprehending complex literary and informational texts independently and proficiently. All students will be learning to delve into text to extract meaning, analyze structure, assess purpose and integrate knowledge and ideas. Content area teachers will be using multiple reading strategies to help students achieve these goals.

Students are provided an individualized track of instruction based on needs. This may include vocational, GED and/or instruction through the Mastery Based Instruction (MBI) program. Reading strategies are documented on each student's MBI template and are embedded within the curriculum. Non-ESE students receive an Individual Academic Plan, which documents reading deficiencies and strategies (goals/objectives) for improvement. Various pre-reading, reading, and post-reading strategies are utilized during small group and individualized instruction. The Program Manager, Instructional Coach, and the Curriculum Coordinator collaborate to ensure all teachers are equipped to provide quality reading instruction.

The reading plan is designed to be in accordance with Marion County Public School's District Reading Plan. Upon entering our schools students receive teacher based assessments focused on identifying academic needs, to include reading needs. Teachers also identify student reading deficits in order to adapt their instruction accordingly. After students have been identified as struggling readers and upon long-term school placement they are enrolled into intensive reading if they have not passed FCAT reading at the expected level, as outlined in the District's Reading Plan. The intensive reading courses are instructed by teachers who hold reading endorsed certification. All five areas of reading are addressed as needed for the individual students: phonological awareness, phonics, vocabulary, fluency and comprehension.   General reading assistance is in the form of specific intensive reading coursework designed to improve students' reading abilities, as well as reading strategy incorporation into all subject areas.

Students will spend much of their day engaged in activities across all content areas focused on increasing their reading proficiency. Administrative and support staff will support teachers' efforts to improve reading and will provide teachers with the curriculum resources, professional development, and supplies/materials necessary to improve student reading. Administrative and reading support staff will also help monitor students' progress in reading. Student progress in reading is assessed through FAIR and FCAT. Education will report reading progress for long-term students through quarterly IAP reviews, monthly IEP consults, annual IEP reviews, and/or via progress/grade card reports. Students not making progress will receive reading goal revisions along with strategies adjusted to help them progress. All students have access to a wide range of reading materials through site libraries.

PLAN-

1. Students receive reading goals & strategies based on teacher and prior record assessment results.
2. Students below grade level based on assessment results will be enrolled in intensive reading.
3. All teachers have reading objectives and will incorporate reading strategies into all content area classes.
4. Teachers will report students' reading progress through IAP reviews, IEP monthly consults, and/or progress/grade reports. In addition, monthly literacy walk-throughs and quarterly literacy team meetings are held by the literacy team to monitor student progress, adapt instruction and make adjustments programmatically.

Intensive Reading teachers will continue progress monitoring through fluency reading drills and documentation on students' reading progress through IEP consults or IAP review. Adaptations to short-term goals and objectives may be made for students not making adequate progress. Progress is also monitored quarterly through FAIR and other assessments as needed.

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*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?

Mastery Based Instruction, career training, remediation, study and advocacy skills and like programming is available for establishing relationship between subjects and relevance to the student's future. Long-term students demonstrate mastery through performance based assessments towards each of these components. Relevance to future and motivation factors are included in daily discussion and classroom activities, programming made available to students, as well as workforce readiness training. These are often associated and focused on the student's transition needs, inclusive of goal attainment, employability skills, careers training and the like.

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?

All short-term and long-term students are enrolled in career/vocational courses that are taught by a core subject area and highly qualified teacher. All students use employability programming to assist with career planning. The student's course of study is personally meaningful as all student schedules, course and program offerings/enrollment, as well as instruction, is tailored and individualized based on the student's need.

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.

N/A. We do not receive this report for our school. However, many of our students come to us severely credit deficient due to past truancy, behavior, and delinquency problems. Our school programs continue to focus on raising student achievement to allow successful re-entry into the community, school and/or workforce. It is the belief that our effort to secure and retain quality teachers is our most important activity to maintain a high quality educational program. Assisting teachers in meeting NCLB certification requirements and staff development focused on student achievement and working with at-risk student populations is a large focus of our plan.

Our goals for academic success center around improving student academic achievement, increasing math and reading levels as evidenced by assessment data. To succeed in these endeavors we train teachers in research based strategies that incorporate technology, and provide training that specifically targets increasing success for at-risk student populations. In support of this, we upgrade our technology applications and incorporation thereof. We also provide staff development training for using technology in the classroom and best practices to assist at-risk learners. Individual success will be measured through entry and exit results, as well as successful completion of academic programs, progress on IAPs, employability skill enhancement, as well as the availability of diploma and vocational certification attainment. We will endeavor to ensure all students have the opportunity to participate in assessment testing and continue to remediate students in need.

The Florida Department of Juvenile Justice philosophy of "Restorative Justice" complements our goal to expand career exploration opportunities by accessing available community resources. The addition of our Transition Specialist is a key resource to further develop the collaboration and partnerships needed to assist our students successfully transition to their communities, schools, and/or the workforce.

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: Remediation in reading.	2012 Current Level of Performance:* N/A, short-term detention facility.	2013 Expected Level of Performance:* N/A	Students enter the program with reading deficiencies (phonics, fluency, comprehension, vocabulary).	Diagnose reading deficiencies of level 1 and level 2 students or those scoring 2 or more levels below their current grade level as measured by entry assessments.	Reading Teacher, Instructional Coach, Reading Paraprofessionals	Teacher observation, classroom assessments, testing devices. Review of past assessments.	FCAT, FAIR, GED programming, Fluency drills for long-term students.
			Many of our students have not been in school regularly, are youth	Small group instruction in intensive reading classes complemented by	Reading Teacher, Instructional Coach,	Treatment team, IEP, and IAP reviews, Literacy Team Meetings, progress/report	FCAT, FAIR, GED programming, and fluency drills.

		who have been adjudicated, are in a detention program, and come from all parts of the county and/or circuit. A portion of our students work toward a non-standard diplomas, such as the GED. While students often are 2-3 grades behind their peers in reading upon entry to the education program, we expect and work toward improvement on standardized assessments.	student's use of computer-based reading programs to focus on areas of individual need.	Reading Paraprofessionals	cards.	
		1.3.	1.3.	1.3.	1.3.	1.3.

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**
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** N/A, short-term detention facility.	N/A	N/A	N/A	N/A	N/A	N/A
Reading Goal #2: Improve reading remediation skills.							

Reading Professional Development

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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
Reading workshops	All grades	Staff Development	Reading teachers and paraprofessionals	Early releases and scheduled teacher in-services.	Follow up activities through Staff Development	Reading coach, Curriculum Coordinator, Program Manager
Content area reading workshops	All grades	Staff Development	Content area teachers and paraprofessionals.	Early releases and scheduled teacher in-services.	Follow up activities through Staff Development	Reading coach, Curriculum Coordinator, Program Manager
ESOL	All grades	Staff Development	All teachers	According to staff development calendar	Completed certification or endorsement added to certificate	Program Manager and Curriculum Coordinator
Extracurricular Reading Initiatives	All grades	Reading Coach	Reading Coach and all teachers	Early release and scheduled team meetings	Most Valuable Reader Program, frequency counts of number of books read. Young Reader's Program.	Reading Coach, Curriculum Coordinator, and Program Manager

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
Increase reading phonics, fluency, vocabulary and comprehension.	Reading series (Jamestown Reader), Fluency drills, Reading Fidelity observations, Literacy Walk-Throughs	Alternative Programs	N/A
Content area reading	Classroom library books, Upfront, National Geographic Explorer, books	Title I	195
			Subtotal: 195
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Reading fluency.	Lexia and Star Reading	Title I	850
			Subtotal: 850
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Staff development in Reading	Department and District In-service	Alternative Programs	N/A
Improve instructional delivery and supplemental program use.	National Dropout Prevention Conference	Title I	630
			Subtotal: 630
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total: 1,675

End of Reading Goals

Mathematics Goals

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

Guiding Questions to Inform the Problem-Solving Process
▪ Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012.   ▪ 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. Mathematics Goal #1:			Students need assistance in basic math skills	Students will receive remediation in basic skills to include instruction on focused areas of need	Math teachers, paraprofessionals	Maintain Mastery Based Instruction grades, Progress of math gains	Ten Marks, FCAT, GED programming
Improve remediation math skills.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A, short-term detention facility.	N/A				

		Many of our students have not been in school regularly, are youth who have been adjudicated, are in a detention program, and come from all parts of the state. A portion of our students work toward a non-standard diploma, such as the GED. While students often are 2-3 grades behind their peers in math upon entry to our sites, we expect and work toward improvement on the common assessment for math.	Individualized and small group instruction. Use of a computer-based math program to focus on areas of individual need. Associate math skills to workplace needs and employability skills.	Math teachers, paraprofessionals	Classroom walk-throughs, progress/report cards, math programming success	Report card, Grades earned on MBI assignments, FCAT, Math assessment gains.
		1.3.	1.3.	1.3.	1.3.	1.3.

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
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** N/A, short-term detention facility.	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics Goal #2: Improve math remediation skills.							

Algebra End-of-Course (EOC) Goals

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

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.			Students need assistance in basic math skills	Students will receive remediation in basic skills to include instruction on focused areas of need	Math teachers, paraprofessionals	Maintain Mastery Based Instruction grades, Progress of math gains	Algebra EOC
Algebra Goal #1: Assist students in algebra skills	2012 Current Level of Performance:* N/A, short-term detention facility.	2013 Expected Level of Performance:* N/A					
			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: N/A	2012 Current Level of Performance:* N/A, no data available.	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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**
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** N/A						
Algebra Goal #3: 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)).

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.			Students need assistance in basic math skills	Students will receive remediation in basic skills to include instruction on focused areas of need	Math teachers, paraprofessionals	Maintain Mastery Based Instruction grades, Progress of math gains	Geometry EOC
Geometry Goal #1: Assist students in Geometry skills.	2012 Current Level of Performance:* N/A, short-term detention facility.	2013 Expected Level of Performance:* N/A					

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			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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A, no data available.	*Enter numerical data for expected level of performance in this box.*					
			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: N/A							

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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
Alternative Programs and District Training Courses (i.e. core subject areas, working with at-risk students, etc.)	K – 12	Curriculum Coordinator, Program Manager	School-wide	Teacher in-service days	Training sign-in rosters, logs, notes of follow-up meetings	Lead Educator, Curriculum Coordinator, Program Manager
Math objectives provided by the Curriculum Coordinator per the District's Math Specialist	6 – 12	Math Teachers, Lead Educator, Curriculum Coordinator or Program Manager	School-wide	Teacher in-service days; ongoing training.	Training sign-in rosters, logs, notes of follow-up meetings	Lead Educator, Curriculum Coordinator and Program Manager
Mastery Based Instruction template updates to reflect new math adoptions	K-12	Math Team, Curriculum Coordinator	Math Team	Teacher in-service days	Classroom observation and feedback	Program Manager, Curriculum Coordinator

End of Geometry EOC Goals

Mathematics Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Content area Math	Scholastic Math, supplementary math curriculum	Title I	600
			Subtotal: 600
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Enhance math skills	STAR Math	Title I	500

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			Subtotal: 500
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Staff development in math	Department In-service	Alternative Programs	0
Improve instructional delivery and supplemental program use. Increase work with at-risk students	National Dropout Prevention Conference	Title I	630
			Subtotal: 630
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Grand Total: 1,730

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)).

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. Biology Goal #1: N/A	2012 Current Level of Performance:* N/A, no data available. / 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
		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

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: N/A	2012 Current Level of Performance:* N/A, no data available.	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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
Alternative Programs and District Training Courses (i.e. core subject areas, working with at-risk students, etc.)	K – 12	Curriculum Coordinator, Program Manager	School-wide	Teacher in-service days	Training sign-in rosters, logs, notes of follow-up meetings	Lead Educator, Curriculum Coordinator, Program Manager
Science objectives provided by the Curriculum Coordinator per the District's Science Specialist	6 – 12	Science Teachers, Lead Educator, Curriculum Coordinator or Program Manager	School-wide	Teacher in-service days; ongoing training.	Training sign-in rosters, logs, notes of follow-up meetings	Lead Educator, Curriculum Coordinator and Program Manager

Mastery Based Instruction template updates to reflect new math adoptions	K-12	Curriculum Coordinator	Science Teachers	Teacher in-service days	Classroom observation and feedback	Program Manager, Curriculum Coordinator

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
Content area science	Supplementary science curriculum	Title I	400
			Subtotal: 400
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total: 400

End of Science Goals

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Civics Professional Development

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
N/A						

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

End of Civics Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

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

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: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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 meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

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
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:

	Total:

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)).

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							
N/A, students are short-term students (4-11 days on average) and cannot be assessed for current level of career education needs. All students are enrolled in short-term curriculum focused on career education and work readiness instruction for one class period daily.	2012 Current Level :*	2013 Expected Level :*					
			1.3.	1.3.	1.3.	1.3.	1.3.

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
N/A						

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	Description of Resources	Funding Source	Available Amount
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			

			Grand Total:

End of 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)).

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
Students are in a temporary education detention status. Goal is to remediate basic academic needs and ensure students are armed with information for transition back to their home counties and/or school.

All students receive a transition brochure and contact information for assistance with services in their community. | No data exits. | To increase the number of students who return to school when released on home detention status. | Youth released to home detention status often do not return to school while waiting for commitment placement.

Length of time between release to home detention and commitment placement.

Behaviors interfering with work completion and skill acquisition. | Improve Communication between detention education staff, home county school and DJJ staff

Using RtI and evidence based interventions to improve on-task behaviors and increase productivity by identifying and addressing behaviors.

Teach new behavioral skills. | Content Area Teachers, Paraprofessionals, Lead Teacher, Curriculum Coordinator, Title I D funded Transition Specialist, and Program Manager | RtI data tracking, MBI completion rates, Student grade | RtI data reports, MBI tracker, Report cards |
| | | | | | | |
| | | | | | | |

Transition Professional Development

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
RtI	All grades	Staff development	All staff	Early releases and scheduled teacher in-services	Follow up activities through staff development	Program Manager, Curriculum Coordinator
Mastery Based Instruction	All grades	Staff development	Content Area Teachers and Paraprofessionals	Early releases and scheduled teacher in-services	Follow up activities through staff development	Program Manager, Curriculum Coordinator

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
Transition information	Brochures	Title 1	360
			Subtotal: 360
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
National Dropout Prevention Conference	Transition, dropout prevention strategies	Title I	2,406
			Subtotal: 2,406
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			

			Grand Total: 2,766

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.

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

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

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	2012 Current Attendance Rate:* *Enter numerical data for current attendance rate in this box.* 2012 Current Number of Students with Excessive Absences (10 or more) *Enter numerical data for current number of absences in this box* 2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Attendance Rate:* *Enter numerical data for expected attendance rate in this box.* 2013 Expected Number of Students with Excessive Absences (10 or more) *Enter numerical data for expected number of absences in this box.* 2013 Expected Number of Students with Excessive Tardies (10 or more)				

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	Enter numerical data for current number of students tardy in this box.	*Enter numerical data for expected number of students tardy in this box.*					
			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
N/A						

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
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Subtotal:
Other			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

End of Attendance Goals

Final Budget (Insert rows as needed)

Please provide the total budget from each section.			
Reading Budget			
			Total: 1,675
Mathematics Budget			
			Total: 1,730
Science Budget			
			Total: 400
Civics Budget			
			Total:
U.S. History Budget			
			Total:
Career Budget			
			Total:
Transition Budget			
			Total: 2,766
Attendance Budget			
			Total:
			Grand Total: 6,571

School Advisory Council

2012-2013 School Improvement Plan Juvenile Justice Education Programs

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

☒ Yes   ☐ No

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

Describe projected use of SAC funds.	Amount
N/A- No SAC funds released for the past 3 school years.	

Describe the activities of the School Advisory Council for the upcoming year.
The School Advisory Council (SAC) will meet quarterly to serve as a consultative body that provides recommendations on strategies for school improvement. The SAC will serve as an instrumental group to bring in additional resources to enhance the education program at all Alternative Programs sites. The SAC will serve as an advocacy group representing the educational program within the residential and detention facilities, as well as the community at large. The SAC will be informed of all educational initiatives and review the School Improvement Plan for implementation of initiatives at all educational sites. The SAC will make all efforts to ensure that educational and treatment services are effectively coordinated between the educational programs and the facilities these programs are housed within.