FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
for Juvenile Justice Education Programs

SOUTHWEST FLORIDA DETENTION CENTER

2012–2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Southwest Florida Juvenile Detention Center	District Name: Lee
Principal: Mr. Herman Williams	Superintendent: Joseph Burke, Ed. D
SAC Chair: Dennis Ellerbusch	Date of School Board Approval: December 4, 2012

Student Achievement Data:

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Principal	Mr. Herman Williams	Ed. S. Admin	9	17	The Detention Center met the Math and Transition goals and made learning gains as measured by the MBA. The Reading goal was not met.
Lead Educator	Mr. Don Anderson	Business, Social Studies, Reading	13	NA	The Detention Center met the Math and Transition goals and made learning gains as measured by the MBA. The Reading goal was not met.

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	Ms. Anne Berchtold	M. Ed. ESE, Reading	6	13	The Detention Center did not make a learning gain last year as measured by the MBA. (0 of 1 tested)

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.
English	Dennis Ellerbusch	English	5	16	Because our population changes daily, we may or may not have students enrolled 45 days or longer therefore, we may or may not have students with an exit assessment..

Reading	Lynn Shields	Reading	4	5	Because our population changes daily, we may or may not have students enrolled 45 days or longer therefore, we may or may not have students with an exit assessment..
Math	Alexis Hilton	Math	10	10	Because our population changes daily, we may or may not have students enrolled 45 days or longer therefore, we may or may not have students with an exit assessment..

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. Mentoring	Principal	On going	
2. 12 month salary	District	On going	
3. Professional Development training	Principal	On going	
4.			

Non-Highly Effective Instructors

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

Number of staff and paraprofessionals that are teaching out-of-field and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
NA: All teachers are in field	NA

Staff Demographics

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

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

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
5	0.0% (1)	20 % (1)	60% (3)	20 0% (1)	60% (3)	0 %	60 % (3)	0 % (0)	40 % (2)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
NA	NA	NA	NA

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

Reading is the responsibility of all teachers. At the Detention Center, teachers are required to provide instruction in content area vocabulary 4 times per week for 15 minutes. In addition, teachers provide opportunities to be involved in leisure reading activities, reading, writing and discussion. The Reading Coach assists all teachers by providing strategies for struggling readers in addition to modeling lessons.	

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 Detention Center utilizes real world examples in explaining concepts to the students. For example, a lesson designed for math, science, history and career is designed around the cell phone (how it works, what is the best plan for usage, how it has evolved over the years and where it will be five years from now.

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?

Students at the Detention Center for 22 days or more are giving a career assessment which the results indicates what career path the student should take. Teachers assist by providing academic opportunities for the students to work on their chosen career path.

Academic and career planning is thru FACTS.org.

Postsecondary Transition

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

The school is focused on creating a greater emphasis on math, science and reading preparedness. 22 day students are encouraged to take higher level courses. There is more teacher discussion on these courses and having each student conference with a guidance counselor regarding their post-secondary plans. Our transitional specialist also works with the students to encourage them and assist them in attending post-secondary schools.

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?

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- 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. <u>Reading Goal #1:</u>			Our anticipated barrier is that students do not remain in the Detention Center long enough for post testing. We use the MBA as the assessment tool in hopes of testing more students.	Student and teacher will create a personal reading goal and keep documentation of progress toward said goal in a student data folder.	The reading teacher, reading coach, and administrator review student data folders periodically.	A learning gain on the entrance/exit test will measure the effectiveness of the student goal.	MBA
Students enter and withdrawal from the Detention Center on a daily basis. Many students do not attend school regularly. Due to these factors, it is unreasonable to use FCAT scores for school improvement plans. We will be using the MBA to evaluate student achievement, requiring 44 days minimum enrollment. In school year 2012 – 2013, 100% of all students pre- and post-tested, will demonstrate a learning gain of 0.2 grade levels or more on their entrance/exit reading comprehension test.	<u>2012 Current Level of Performance:*</u> *0.0 % (1)*	<u>2013 Expected Level of Performance:*</u> *100%*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			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**						

Reading Goal #2: *Because our population changes daily, we may or may not have students enrolled 45 days or longer therefore, we may or may not have students with an exit assessment..*						

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
PLC for Reading	6th – 12th	Reading Coach	Reading teachers	Once per quarter	Observation and lesson plans	Reading coach and administrator

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	NA

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

End of Reading Goals

Mathematics Goals

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

Guiding Questions to Inform the Problem-Solving Process
▪ Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012.

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- 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)).

<table>
<tr><th colspan="3">MATHEMATICS GOALS</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">1. Percentage of students making learning gains in mathematics.

<u>Mathematics Goal #1:</u></td><td rowspan="2">Our anticipated barrier is that students do not remain in the Detention Center long enough for post testing. We use the MBA as the assessment tool in hopes of testing more students.</td><td rowspan="2">Student and teacher will create a personal math goal and keep documentation of progress toward said goal in a student data folder.</td><td rowspan="2">The math teacher and the administrator will review student data folders periodically.</td><td rowspan="2">A learning gain on the entrance/exit test will measure the effectiveness of the student goal.</td><td rowspan="2">MBA</td></tr>
<tr><td rowspan="3">Students enter and withdrawal from the Detention Center on a daily basis. Many students do not attend school regularly. Due to these factors, it is unreasonable to use FCAT scores for school improvement plans. We will be using the MBA to evaluate student achievement, requiring 44 days minimum enrollment. In school year 2012– 2013, 100% of all students pre- and post-tested, will demonstrate a learning gain of 0.2 grade levels or more on their entrance/exit math comprehension test.</td><td><u>2012 Current Level of Performance:*</u>
100% (1)</td><td><u>2013 Expected Level of Performance:*</u>
100%</td></tr>
<tr><td colspan="2" rowspan="2"></td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td></tr>
<tr><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td></tr>
</table>

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**						
Mathematics Goal #2: Because our population changes daily, we may or may not have students enrolled 45 days or longer therefore, we may or may not have students with an exit assessment..							

Algebra End-of-Course (EOC) Goals

* 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.			Because our population changes daily, we may or may not have students enrolled who must take the Algebra EOC test.	Each student enrolled in the course will be tested.	Teacher/Administration	Analyze test data	EOC test
Algebra Goal #1: **Baseline data will be collected school year 2012-2013.**	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.

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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	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			Because our population changes daily, we may or may not have students enrolled who must take the Algebra EOC test.	Each student enrolled in the course will be tested.	Teacher/Administration	Analyze test data	EOC test	
Algebra Goal #2: **Baseline data will be collected school year 2012-2013.**	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	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target			**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**							
Algebra Goal #3: Because our population changes daily, we may or may not have students enrolled 45 days or longer therefore, we may or may not have students with an exit assessment..								

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.			Because our population changes daily, we may or may not have students enrolled who must take the Geometry EOC test.	Each student enrolled in the course will be tested.	Teacher/administration	Analyze test data	EOC test
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Baseline data will be collected school year 2012-2013.	*Enter numerical data for current level of performance in this box.*	*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 Geometry.			Because our population changes daily, we may or may not have students enrolled who must take the Geometry EOC test.	Each student enrolled in the course will be tested.	Teacher/administration	Analyze test data	EOC test
Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

Baseline data will be collected school year 2012-2013. **Because our population changes daily, we may or may not have students enrolled 45 days or longer therefore, we may or may not have students with an exit assessment..**	*Enter numerical data for current level of performance in this box.*	*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: Because our population changes daily, we may or may not have students enrolled 45 days or longer therefore, we may or may not have students with an exit assessment..								

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
PLC for Math development of common math	6^{th} – 12th	Teacher	Math	Once per quarter	Observation and implementation	Administrator

assessment						

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
NA	NA	NA	NA
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	NA
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	NA
			Subtotal:

Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	NA
			Grand Total:

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.			Because our population changes daily, we may or may not have students enrolled who must take the Biology EOC test.	Each student enrolled in the course will be tested.	Teacher/administration	Analyze test data.	EOC test
Biology Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Baseline data will be collected school year 2012-2013. Because our population changes daily, we may or may not have students enrolled 45 days	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*					

or longer therefore, we may or may not have students with an exit assessment..		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.		Because our population changes daily, we may or may not have students enrolled who must take the Biology EOC test.	Each student enrolled in the course will be tested.	Teacher/administration	Analyze test data.	EOC test
Biology Goal #2: **Baseline data will be collected school year 2012-2013.** **Because our population changes daily, we may or may not have students enrolled 45 days or longer therefore, we may or may not have students with an exit assessment..**	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

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
NA	NA	NA	NA	NA	NA	NA

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

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-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.	Because our population changes daily, we may or	Each student enrolled in the course will be tested.	Teacher/administration	Analyze test data.	EOC test

Civics Goal #1: NA	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.*	may not have students enrolled who must take the Civics EOC test.				
			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.			Because our population changes daily, we may or may not have students enrolled who must take the Civics EOC test.	Each student enrolled in the course will be tested.	Teacher/administration	Analyze test data.	EOC test.
Civics Goal #2: **NA.**	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

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
NA	NA	NA	NA	NA	NA	NA

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

End of Civics Goals

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

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* 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.			Because our population changes daily, we may or may not have students enrolled who must take the U.S. History EOC test.	Each student enrolled in the course will be tested.	Teachers/ administration	Analyze test data.	EOC test
U.S. History Goal #1: **Baseline data will be collected school year 2012-2013.**	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*					
			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.			Because our population changes daily, we may or may not have students enrolled who must take the U.S. History EOC test.	Each student enrolled in the course will be tested.	Teachers/administration	Analyze test data.	EOC test
Civics Goal **Baseline data will be collected school year 2012-2013.**	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
NA	NA	NA	NA	NA	NA	NA

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

NA	NA	NA	NA
			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			NA	NA	NA	NA	NA
Because our population changes daily, we may or may not have students enrolled 45 days or longer therefore, we may or may not have students complete a career goal..	2012 Current Level :*	2013 Expected Level :*					
	NA	*NA*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			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
NA	NA	NA	NA	NA	NA	NA

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

NA	NA	NA	NA
			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
1. Transition Goal			Barriers to successful transitions include absconding from home/program, and lack of desire to return to school.	The transition specialist meets with the stakeholders to offer various options to students such as: vocational placement, adult ed., GED programs, and enrollment back in schools. She also assists students with career opportunities: such as Work Force. She works closely with parents, students, teachers, probation officers and administrators.	Transitional Specialist	Collection of and comparison of data.	Data collection on spreadsheet.
This is the second year for transitional services at the detention center for all students. Last year the Detention Center had a 91% transition rate. In school year 2012 - 2013, 93% of all students enrolled into the Detention Center for 15 or more school days, will successfully transition back to their public, vocational, or charter school, or into work force or post-secondary education.	2012 Current Level :* *91 %*	2013 Expected Level :* *93 %*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Transition Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity
Please note that each Strategy does not require a professional development or PLC activity.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	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

Attendance Budget (Insert rows as needed)

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

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

End of Attendance Goals

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total:0
Mathematics Budget
Total:0
Science Budget
Total:0
Civics Budget
Total:0
U.S. History Budget
Total:0
Career Budget
Total:0
Transition Budget
Total:0
Attendance Budget
Total:0
Grand Total:0

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 x☐ No

If No, describe measures being taken to comply with SAC requirement.
Administration has taken an active role in attempting to recruit community members and parents to meet SAC membership compliance.

Describe projected use of SAC funds.	Amount
Supplies	

Describe the activities of the School Advisory Council for the upcoming year.
Preparation, implementation and the evaluation of the School Improvement Plan. Assist in the preparation of reports regarding the performance of students and educational programs. Assist the principal in preparation of the school budget as it applies to the School Improvement Plan.