

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) for Juvenile Justice Education Programs

2012–2013

2012-2013 School Improvement Plan Juvenile Justice Education Programs

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

| | |
|------------------------------------|--|
| School Name: Cypress Creek Academy | District Name: Citrus |
| Principal: Robert J. Cummins II | Superintendent: Sandra Himmel |
| SAC Chair: Arnold Virgilio | Date of School Board Approval: November 13, 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 | Robert J. Cummins II | Bachelors Bus Adm. With specialization in Mgmnt | 5 | 1 | First year |
| Admn. Of transition services | Clyde Gibbons | Masters in Bus Adm. Bachelors in Accounting Certified in ESE and Business 6-12 | 7 | 1 | First Year |

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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. |
|--------------|------|-----------------------------|-----------------------------------|---|--|
| | NONE | | | | |
| | | | | | |
| | | | | | |

Effective and Highly Effective Teachers

List your school’s highly effective teachers and briefly describe their certification(s), number of years at the current school, number of years as a teacher, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. *Highly effective teachers refers to teachers who provide instruction in core academic subjects, hold an acceptable bachelor’s degree or higher, have a valid temporary or professional certificate, and whose students demonstrate learning gains via the common assessment, end of course exams, or any supplemental assessment the school uses.*

| Subject Area | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Instructional Teacher | Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year. |
|--------------------|---------------|---|-----------------------------------|---|---|
| Math | Allen Parker | Bachelors in Criminal Justice, Certified in ESE, Math 5-9, Middle Grade Integrated Curriculum 5-9, and Physical Education | 9 | 2 | FCAT gains from year 2011 to year 2012 0 students passing the retake in 2011 to 5 students passing the retake in 2012, EOC gains from 1 passing score in 2011 to 5 in 2012. 74% (14) of students who took the BASI made math gains on the common assessment (BASI). |
| Business Education | Clyde Gibbons | Masters Degree in Business Adm. Bachelors in Accounting, Certified in ESE and Bus 6-12. | 7 | 7 | FCAT reading gains from year 2011 to year 2012. In 2011, 9 students passed the reading FCAT all grades. In 2012, 13 students passed. 79% (15) of the students made gains on the BASI common assessment in reading. |
| English | Sydney Hart | Bachelors in Education, Certified in ESE, Reading and ESOL endorsed | 4 | 6 | 79% of the students who took the BASI common assessment made reading gains from 2011 to 2012 school year. FCAT pass rate also increased during the same time period. |

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Effective and Highly Effective Teachers

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

| Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|---|---|---|
| 1. Continue the implementation of the reading endorsement program | Principal | Dependent on Teacher hire date and availability of endorsement classes. | |
| 2. Offer training and Courses that allow for specialized certification with re-imburement | Principal, regional Education Administrator | Within the times frames specified by the Department of Education for certification and re-certification | |
| 3. Continue implementation of initiatives to allow non-traditional transition to education from other fields of employment. | Principal | Ongoing practice | |
| 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 |
|--|---|
| 6 teachers, staff and paraprofessionals that are not Highly effective or are teaching out of field. Annette McCune-Paraprofessional Stephanie Richardson—Paraprofessional Casey Bishop—1 st year teacher Brian Soluri-----1 st year teacher Vivian Alkoka—Out of field Kathleen Gibbs—Out of field | Teachers will be taking Professional Development Courses as well as subject area tests to become in-field certified. Teachers will be taking classes to become reading endorsed and ESOL certified. First year teachers will be participating in the Teacher Induction Program. |

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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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 7 | 28.5% (2) | 28.5% (2) | 43% (3) | 0% | 57% (4) | 43% (3) | 14% (1) | 0% | 14% (1) |

Teacher Mentoring Program

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

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|---------------|-----------------|---|---|
| Clyde Gibbons | Brian Soluri | Common Students, Same Subject area | Assist with the familiarization of the computer lab and all the functions of it. Assist with the development of lesson plans that incorporate the use of technology with traditional based learning activities. |
| Allen Parker | Casey Bishop | Common Students, Same school building location. | Practice writing plans that address differentiated instruction for multiple classes in the same classroom at the same time. Assist with Classroom management techniques. Assist with the development and implementation of a sound classroom discipline contract. |

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***Grades 6-12 Only-** Sec. 1003.413 (2)(b) F.S

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

By requiring all teachers to attend Professional Development trainings, such as CARPD, to incorporate like reading strategies in all subject areas.

****High Schools Only***

Note: Required for High School- Sec. 1003.413 (2)(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

The school offers a variety of programs through the digital publishing lab and reading lab that incorporates relevant learning skills with career overtones. Students learn the role that good reading and math skills play in every career and everyday life.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful to their future?

The school offers classes in computing for college and careers through its business education program and also offers the students the CHOICES program which chronicles numerous careers and the skills and education needed to enter those career fields. Students have the option to pick and choose which career field that they are interested in, after that the program lays out an academic plan to help them succeed in that program thus making the program relevant to their academic options and success.

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](#).

We have students that are in a dual enrollment program. We offer PLATO which is a learning system that offers credit recovery and grade forgiveness. We offer and provide GED study groups and offer the GED test on a regular basis. We give every student the PERT test and some students the College Placement Test. We offer students who have earned their High School Diploma or GED before leaving the facility the option of enrolling and participating in online college courses. Based on our report we show that we had 35% of our students that took the GED exam pass, 5 students enrolled in college earning credits and 6 students participating in PLATO credit recovery and grade forgiveness earning high school credits. We have one student taking advanced classes through Florida Virtual School.

**2012-2013 School Improvement Plan Juvenile Justice Education Programs
PART II: EXPECTED IMPROVEMENTS**

Reading Goals

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

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. 79% using common assessment and 97% using FAIR Reading Goal #1: | | 1.1. Losing the literacy coach. | 1.1. Incorporate strategies that were learned through CarPD training from the previous reading coach. Make use of the Reading 180 program to help lower functioning reading students make measurable reading gains. | 1.1. Principal | 1.1. We will assess time on the reading program 180. | 1.1. Fair test through reading comprehension and listening comprehension |
| Enter narrative for the goal in this box. To show an increase in the number of students that actually pass the FCAT reading exam. Show an improvement in the number of students that pass the reading portion of the GED exam. To show gains in the comprehension portion of the FAIR test which is administered to all students. To show gains based on the common assessment. Students will be expected to make gains in reading skills while at Cypress Creek Academy. The goal is for 80% of the students to make reading gains | <u>2012 Current Level of Performance:*</u> 79% (15) of students made learning gains in reading during the school year. Average gain was slightly higher (3%0 than the gains made during the previous school year | | | | | |
| | <u>2013 Expected Level of Performance:*</u> 80% of the students will make learning gains in reading during the 2012-2013 school year. | 1.2. Having a limited number of teachers that are reading endorsed | 1.2. Encourage all teachers to become reading endorsed through an approved reading | 1.2. Principal | 1.2. Survey instructors to see if they are making gains toward being reading endorsed | 1.2. n/a |

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|---------------------------------|--|--|---|----------------|---|----------|
| based on the common assessment. | | | endorsement program | | | |
| | | 1.3.Having a large number of students that are special needs | 1.3. Encourage all teachers to be ESE certified by attending proper ESE certification courses or by passing the approved certification test for ESE certification. Have small group instruction focused on FCAT reading gains | 1.3. Principal | 1.3. Check teaching certificate to see if any ESE endorsements have been added. | 1.3. n/a |

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

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 |
| Reading progress in intensive reading and English classes.80% of the students will show gains based on the common assessment | 9-12 reading | Literacy Coach, Principal | All non-Reading endorsed teachers | September of 2012 Through May of 2013 When available | Lesson Plans, Classroom walkthroughs, Sharing Best practices, student work samples | Principal |
| Enroll teachers in approved reading and ESOL courses | 9-12 | Literacy Coach, ESE specialist | All instructional and Administrative staff | September 2012 through May of 2013 When available | Walkthroughs, Sharing best practices, Student work samples, Documentation of progress in reading class | Principal |

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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 |
| Library books and other reading materials including texts | High Interest reading materials for students | School Budget | \$950.00 |
| | | | Subtotal:\$950.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Florida Ready to work software in reading | Students will work on reading improvement gains by using the Florida Ready to Work reading software so that they may earn state-recognized work certificates | Software is free of charge | 0 |
| Using the SAMS program to focus on needed areas of improvement such as reading comprehension and vocabulary | SAMS program with testing through Certiport | Grant | \$1,650.00 |
| | | | Subtotal:\$1,650.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Enroll teachers in District approved reading courses | State and District reading classes | Professional Development budget | \$1,400.00 |
| | | | Subtotal:\$1,400.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Focus on learning a trade through reading by using real world application | Adobe print shop and photo shop lab. Digital Publishing lab | Grant | Unknown total |
| | | | Grand Total:\$4,000.00 |

End of Reading Goals

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Mathematics Goals

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

Guiding Questions to Inform the Problem-Solving Process

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

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

| MATHEMATICS GOALS | | | Problem-Solving Process to Increase Student Achievement | | | | |
|--|---|--|--|---|--|--|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Percentage of students making learning gains in mathematics. | | | 1.1. A high number of students that are special needs | 1.1. To set up the classroom in such a manner that allows students of equal ability to learn together thus minimizing the need for greater differentiated instruction. To have all math instructors ESE certified. | 1.1. Math teacher | 1.1.Walkthroughs, Monthly reports at the formal educational treatment team meeting detailing student progress in mathematics | 1.1 EOC exam results in algebra and geometry if necessary. Math gains on the common assessment and WIN . |
| Mathematics Goal #1: | | | | | | | |
| <p><i>Enter narrative for the goal in this box.</i></p> <p>To show an increase I the number of students that pass the math FCAT exam and the EOC exam for algebra and Geometry. Show an improvement in the percent of students that pass the math portion of the GED exam. To show gains on the math portion of the common assessment. The goal is that 75% of the student make gains based upon the common assessment</p> | | | | | | | |
| | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | 1.2. Students enter the facility behind in math. | 1.2. To assess the students in a timely manner and enroll students in their classes as soon as possible to maximize learning time. Sometimes based on age the focus gets changed from earning a high school diploma to earning a GED instead | 1.2. Math teacher, Transition specialist, Registrar | 1.2. Monthly reports at formal treatment team meetings detailing student progress in mathematics. | 1.2. To use the common assessment for math to measure gains in math as well as WIN, EOC results FCAT results and GED results. |
| | 74% of the students made a learning gain based on the pre and post tests and the BASI common assessment | 75% of the students make a learning gain based on performance on the common assessment pre and post tests. | 1.3. A high degree of differentiated instruction | 1.3. Maximize classroom management skills to offer that | 1.3 Principal. | 1.3. Lesson Plans that take into account all levels of differentiated | 1.3. Assessment results through WIN and the Common |

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|--|--|--|---|--|---------------------------|------------|
| | | going on in the classroom. (4 classes minimum) | differentiated instruction in a manner that maximizes individual academic achievement | | instruction, Walkthroughs | assessment |
|--|--|--|---|--|---------------------------|------------|

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

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. | | | 1.1. A lack of motivation on the students part to pass the EOC due to a misconception about the importance of the exam and the importance of Algebra in general. Students required to take Algebra have typically been out of school for a while and are unsure of their math skills | 1.1. The mathematics teacher will focus lessons on Algebra I topics on which students may not be familiar. The teacher will draw from content on an approved District website related to the Algebra EOC exam. Lessons will be developed to both refresh and teach new Algebra I skills to all students required to take the EOC exam. | 1.1. Principal | 1.1 Comparison of students who have taken the Algebra one course to the number of students who have passed the EOC exam. | 1.1. The Algebra I EOC exam |
| Algebra Goal #1: <i>Enter narrative for the goal in this box.</i> The goal is to have 50% of all students who take the Algebra end of course exam pass the exam in order to earn a math credit in Algebra | 2012 Current Level of Performance:* Approximately 25% of the students who took the Algebra EOC passed. Many students option for the GEED exam and therefore do not put their best foot forward when taking the EOC exam | 2013 Expected Level of Performance:* 50% of the students taking the Algebra EOC will pass the exam and earn a credit in Algebra. | | | | | |

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|--|---|--|---|---|---|---|------------------|
| | | 1.2. Too much time between the end of the Algebra Course and the EOC exam | 1.2. Students who have to wait for long periods of time before taking the exam will be afforded an opportunity to tutor with fellow students and or teachers to stay sharp on their Algebra skills until the test is given. Cypress Creek will do all that it can to make sure that we partake in "curriculum mapping" activities with the District to ensure that the test is given in a timely manner without delay. | 1.2. Asst. Principal, Math teacher | 1.2. Compare the results of students who have taken the EOC exam without tutoring or a refresher Algebra I Course to those that have had it. | 1.2. Algebra I EOC exam | |
| | | 1.3. Relatively small number of students who take the exam | 1.3. To differentiate instruction and to group students in such a manner as to maximize their time with the instructor. There are typically 4 or more math classes going on at the same time which makes it more difficult to assist just one or two students. | 1.3. Math teacher | 1.3. Compare the results of students who took the EOC exam without group participation to those that worked in a group specifically designed for Academic success in Algebra I | 1.3. Algebra I EOC exam | |
| 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. So few students taking the class that it would be very difficult for the student to learn t in a traditional classroom setting | 2.1. To allow the student to take Algebra Ii through Virtual School or PLATO if necessary. Independent study is also an option. | 2.1 Transition Specialist/Asst. Principal. | 2.1. Compare the number of students eligible to take the Algebra II virtual School or PLATO program with the students who are actually enrolled | 2.1. Algebra II course completers with a passing grade | |
| Algebra Goal #2: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| <i>100% of all students who participate in Algebra II will have passed the Algebra I EOC exam.</i> | <i>Cypress Creek had 2 students in Algebra II</i> | <i>Cypress Creek could have as many as 5 students participate in Algebra II with an expected pass rate of 100%</i> | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | |
| | | | 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 | Baseline data 2010-2011 <u>NA</u> | | | | | | |

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|--|--|--|--|--|--|--|--|
| achievement gap by 50%. | | | | | | | |
| Algebra Goal #3: <i>Enter narrative for the goal in this box.</i> | | | | | | | |

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

| Geometry EOC Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|--|--|--|--|--|---|--|---------------------------|
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring at Achievement Level 3 in Geometry. | | | 1.1. Very few students if any will be taking this class | 1.1 To offer this class through independent study or virtual school on an as is needed basis. | 1.1. Asst. Principal, math teacher | 1.1 .Compare the number of students who are taking the class through virtual school with the number of students who take the class traditionally to see if there is an increase or decrease in the pass rate. | 1.1. Geometry EOC exam |
| <u>Geometry Goal #1:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| <i>To have 50% of all students who are enrolled in Geometry to pass the Geometry EOC. We very rarely have a student enrolled in Geometry but when we do it is usually through Virtual School or PLATO recovery</i> | <i>We had no students take the EOC in Geometry in 2012</i> | <i>50% of all students who take Geometry will pass the EOC exam.</i> | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |

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|--|--|---|-----------|-----------|-----------|-----------|-----------|-----------|
| Geometry Goal #2: <i>Enter narrative for the goal in this box.</i> Provide accelerated learning in geometry for those students achieving at levels 4 and 5 in geometry. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | NA | NA | NA | NA | NA | |
| | We have no data | We have no data | | | | | | |
| | | | 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 NA | | NA | NA | NA | NA | NA | NA |
| Geometry Goal #3: <i>Enter narrative for the goal in this box.</i> | | | | | | | | |

Mathematics Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity 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 |
| 30% of students will score at or above level 3 on the FCAT Mathematics test | 9-12 | Allan Parker | Math instructors | Geometry-6/30/2012 Algebra-6/30/2012 | Meet in Professional Learning Community to discuss the implementation of the new standards and activities. Data Sharing, Classroom Observations | Principal |

End of Geometry EOC Goals

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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 |
|---|-----------------------------------|-------------------------|------------------|
| Purchase new Algebra I EOC materials to assist students in learning difficult content and prepare them for the EOC Algebra I exam | State/District approved materials | Instructional materials | \$1,000 |
| | | | |

Subtotal:\$1,000.00

Technology

| Strategy | Description of Resources | Funding Source | Available Amount |
|--|--|--------------------------|------------------|
| District in-service/courses for teachers designed to improve their understanding of and ability to teach higher level math courses | Money needed for teacher participation | Professional Development | \$500.00 |
| | | | |

Subtotal:\$500.00

Professional Development

| Strategy | Description of Resources | Funding Source | Available Amount |
|--|---|--------------------------|------------------|
| Purchase high interest math materials for students | Scholastic math magazine or other publication | General education budget | \$600.00 |
| | | | |

Subtotal:\$600.00

Other

| Strategy | Description of Resources | Funding Source | Available Amount |
|----------|--------------------------|----------------|------------------|
| | | | |

Grand Total:\$2,100.00

End of Mathematics Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs
Biology End-of-Course (EOC) Goals

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

| Biology EOC Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|--|--|---|--|--|---|---|-------------------|
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring at Achievement Level 3 in Biology. | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Biology Goal #1: <i>Enter narrative for the goal in this box.</i> 50% of students taking the Biology EOC will pass in order to earn a science credit through Biology. The amount of students taking this exam will be minimal. (1-6 students) | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | Most students arrive at Cypress Creek with few Science credits and therefore never get through or to Biology. Most students have missed an extended period of time in school and are not ready for the rigors of a Biology class. | Assure that teachers are following all state and district guidelines for Biology and are given the needed preparation to assist the students academic needs in order for them to pass the EOC exam. Offer the class through Virtual School or PLATO if classroom instruction is not available. | Principal, Science teacher | Assure that all Biology instructors are certified and that students participate in an approved online/virtual school setting. | Biology EOC exam |
| | NO DATA | 50% of the students that take the Biology EOC exam will pass and earn a credit in science | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. Students scoring at or above Achievement Levels 4 and 5 in Biology. | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| Biology Goal #2: <i>Enter narrative for the goal in this box.</i> 100% of students taking the Biology EOC exam will pass in order to earn a science credit through Biology. | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | Students at Cypress Creek are usually distracted when arriving here because they are sent here by the Court not on their own accord This can happen to all students but seems to be prevalent amongst highly achieving Science students. These students need proper attention and a proper learning environment which will enable them to meet high standards. | These students will have access to virtual school or PLATO courses if available through the State or District. The instructor will focus on learning important Biological concepts and scientific thinking skills. | Asst. Principal, Principal | Access to virtual school and or PLATO and all course materials. | Biology EOC exam. |
| | NO DATA | 100% of students will pass the Biology EOC exam. | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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 |
| District Professional Development on Biology curriculum/standards/EOC exam | 9-12 Biology | District or State Coordinator if any | Science Teachers | 2012/2013 school year when and if offered | Classroom observation | Principal/asst. principal |

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 |
| Biology text books and materials | State/district approved texts and other curriculum materials | Instructional materials | \$500.00 |
| | | | Subtotal:\$500.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| District/State meeting on Biology curriculum and Biology EOC | District professional development meetings | Professional Development | \$ 300.00 |
| | | | Subtotal:\$300.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| To improve understanding of science concepts in Biology | Scholastic magazines | Instructional materials | \$150.00 |
| | | | Subtotal:\$150.00 |
| | | | Total:\$950.00 |

End of Science Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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. | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Civics Goal #1: <i>Enter narrative for the goal in this box.</i> Cypress Creek is a level 10 facility designed for students between 16-19 years old. Cypress Creek occasionally has middle school students enrolled. In the event that the school enrolls a level three middle school student, he will be required to take the Civics course as well as the civics EOC exam. Our goal is that 100% of the students that take the Civics EOC exam pass it. | 2012 Current Level of Performance:* NO DATA | 2013 Expected Level of Performance:* 100% of the students who are required to take the Civics EOC exam will pass | Students generally are over-age for middle school and typically have not been attending school on a regular basis. Most students in this category are unprepared for the rigorous content associated with the course and exam. | Provide instructional materials and support needed to assist students to pass the course and the EOC exam. | Social Studies Teacher, Asst. Principal | Successful completion of the Civics Course | 1.1. Civics EOC Exam |
| | | | 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: <i>Enter narrative for the goal in this box.</i> In the event that the school enrolls an achievement level 4 or 5 middle school student, he will be required to take the Civics EOC course and Civics EOC exam. Our goal is that 100% of students who take the exam pass it. | 2012 Current Level of Performance:* NO DATA | 2013 Expected Level of Performance:* 100% of students who are required to take the Civics EOC exam will pass. | Lack of instructional tools and texts | Purchase state approved text books and materials as needed | Principal | Make sure that the texts and materials are available prior to the enrollment of the students. | Inventory of available texts and materials prior to class enrollment. |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

**2012-2013 School Improvement Plan Juvenile Justice Education Programs
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 |
| Information on line about the Civics EOC; http://feat.fldoe.org/eoc/pdf/FL12SpISCivicsWTr2g.pdf | Middle School Civics | Principal | Social Studies Teacher | September 1, 2012 | Professional meetings in house | Principal |
| District Professional Development on Civics curriculum/standards/EOC | Middle School Civics | District coordinator | Social Studies Teacher | When available TBA | Classroom observation | Principal/asst. Principal |

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 |
| Make available text books | Purchase text books or see if District has any available | Instructional materials | \$500.00 |
| | | | Subtotal:\$500.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| NA | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Provide Social Studies teacher with district professional development on Civics EOC if offered | District in-service/professional development | Professional Development | \$200.00 |
| | | | Subtotal:\$200.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| NA | | | |
| | | | Subtotal: |
| | | | Total:\$700.00 |

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. High number of students that are special needs | 1.1. Assure that the teachers are following each students IEP when dealing with special needs students. | 1.1. Social Studies Teacher/Principal | 1.1. Observe classroom and identify special needs students to determine if IEP is being followed | 1.1 U.S. History EOC exam. |
| U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i> 50% of all students taking the EOC exam for U.S. History pass. 70% of all student who take the U.S. History course pass said course. | <u>2012 Current Level of Performance:*</u> NO DATA for EOC exam. 65% of students that took U.S. History passed said class | <u>2013 Expected Level of Performance:*</u> 50% of the students that take the EOC exam pass it.70% of all students that take the U.S. History course pass said course | | | | | |
| | | | 1.2. Most students entering the facility have missed an extended period of time in school and therefore are not used to the rigors that are associated with U.S. History class and the EOC exam for said class | 1.2. Assure that teachers are following all state and district guidelines for U.S. History and are given the needed preparation and training to assist the students in their preparation to pass the EOC exam. | 1.2. Social Studies Teacher, Principal | 1.2. Assure that all the U.S. History EOC testers have the needed study materials and texts required to assist the student in learning the material necessary to pass the EOC exam. | 1.2. U.S. History EOC exam. |
| | | | 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. Often students in this setting who are considered high level students, tend to not take Social Studies classes as seriously as they do math or science. Students at these higher levels of achievement tend to shift their focus away from Social Studies and underestimate the rigors of the Social Studies class | 2.1. Provide students with rigorous U.S. History content that interests students and helps them to acquire important skills and knowledge associated with U.S. History. | 2.1. Social Studies Teacher, Principal | 2.1. Lesson Plans, Classroom observation of U.S. History classes and the degree of adherence to U.S. History course standards and benchmarks so that the students are prepared for the exam | 2.1. U.S. History EOC exam. |
| Civics Goal #2: <i>Enter narrative for the goal in this box.</i> 100% of achievement levels 4 and 5 students taking the U.S. History EOC | <u>2012 Current Level of Performance:*</u> NO DATA | <u>2013 Expected Level of Performance:*</u> 100% achievement of level 4 and 5 students will pass the US. History EOC exam. | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

2012-2013 School Improvement Plan Juvenile Justice Education Programs
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 |
| U.S. History course standards and EOC exam | 9-12 | District employee | Social Studies Teacher | ASAP/when available | Social Studies teacher to meet with the Principal or Assistant Principal to determine course of action to prepare students for the EOC exam. | Principal |
| | | | | | | |

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 |
| Text books and relevant instructional materials | State and district approved text books and instructional materials. | Instructional materials | \$500.00 |
| | | | Subtotal:\$500.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| NA | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Professional Development for the Social Studies teacher about course standards and the EOC exam | District professional development classes | Professional Development | \$300.00 |
| | | | Subtotal:\$300.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | Subtotal: |
| | | | Total:\$800.00 |

End of U.S. History Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

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

| CAREER EDUCATION GOAL(S) | | | Problem-Solving Process to Increase Student Achievement | | | | |
|--|--|---|---|--|---|---|---|
| Based on the analysis of school data, identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Career Education Goal | | | 1.1. | 1.1. | 1.1 | 1.1. | 1.1. |
| <p><i>Enter narrative for the goal in this box.</i></p> <p>Cypress Creek Academy offers career training and programs that help students develop skills in digital publishing, first aid and CPR, food handling, computing for college and careers and drivers education safety courses. The goal is to have 100% of the students that have a minimum stay of 18 months at the facility earn at least one career based certificate.</p> | <p><u>2012 Current Level :*</u></p> <p><i>Enter numerical data for current goal in this box.</i> Cypress Creek did not have any OCP's issued in during the 2011-2012 school year. 95% of all students who left the program successfully completed the dmv drug and alcohol safety course</p> | <p><u>2013 Expected Level :*</u></p> <p><i>Enter numerical data for expected goal in this box.</i> 100 % of the students that stay a minimum of 18 months at Cypress Creek will earn at least one career based certificate.</p> | <p>Students sometimes have difficulty remaining in career based courses long enough because of their length of stay to earn a certification in that course.</p> | <p>Use employment counselors and the transition specialist to meet with the students who are having difficulties in their classes and develop a plan with those students to provide students with proper employment training and techniques.</p> | <p>Transition specialist, Business teacher.</p> | <p>Evaluate student completion data of career courses</p> | <p>Percentage of students who earn employability certifications.</p> |
| | | | | <p>1.2.</p> <p>Some career courses do not hold the interest of the students. Sometimes funds are lacking to purchase necessary technological programs or equipment to develop projects or curriculum</p> | <p>1.2.</p> <p>Develop interesting programs of study that will engage the students and peak their interests Try to secure grants that will facilitate the funding needs</p> | <p>1.2.</p> <p>Principal</p> | <p>1.2.</p> <p>Evaluate ongoing classes that offer employability certifications and determine if grant writing strategy has been successful based upon the securing of grants</p> |

2012-2013 School Improvement Plan Juvenile Justice Education Programs

| | | | | | | |
|--|--|--|---|---|--|---|
| | | 1.3. Students are not aware of and do not understand the value of obtaining a Florida ready to Work certificate | 1.3. Explain to students that employers recognize the certificates. Offer the students the opportunity to test for multiple levels of the certificate, (bronze, silver, or gold) | 1.3. Business Ed. Teacher, Transition Specialist | 1.3. Evaluate the number of certificates earned by category (Gold, Silver, or Bronze) | 1.3. Number of youth and the percentage of youth receiving certifications. |
|--|--|--|---|---|--|---|

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 |
| Webinar or training on or related to Adobe Photoshop or print shop curriculum which can improve students opportunities to earn a Florida ready to work certificate | 9-12 | Instructor from WIN | Career technical instructors, Bus. Teacher, Transition specialist | When offered | Monitor the use of WIN software in the classroom or lab. | Principal, Asst. Principal |
| | | | | | | |
| | | | | | | |

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

| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
|--|---|----------------|--------------------|
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Procure a grant for a Digital Publishing lab | Technical vocational programs that can make use of any new technologies or equipment, a complete digital publishing lab | DJJ Grant | To be determined |
| | | | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Make use of the computer software | SAMS Software | Perkins grant | Already funded \$0 |

2012-2013 School Improvement Plan Juvenile Justice Education Programs

| | | | |
|--|--|--------------------------|-----------------------------|
| programs that teach students skills necessary to earn employability certification | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Provide Bus. Ed teachers and career technical teachers with the skills needed to successfully teach the students skills associated with Digital Publishing and career training | Technical assistance webinars offered by the companies supplying the software. | Professional Development | \$400.00 |
| | | | Subtotal:\$400.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| | | | |
| | | | Grand Total:\$400.00 |

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

- i How does the program deal with transition planning (entry and exit transition)?
- i 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 | | | | |
|---|---|----------|---|---|-----------------|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| Based on the analysis of school data, identify and define areas in need of improvement: | | | | | |
| 1. Transition Goal | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |

2012-2013 School Improvement Plan Juvenile Justice Education Programs

| | | | | | | | | |
|---|---|---|--|---|---|--|---|--|
| <p><i>Enter narrative for the goal in this box.</i></p> <p>All students are expected to have a transition plan in place prior to exiting the program that identifies post school placement and/or recommended places of employment and long term educational goals.</p> | <p><u>2012 Current Level :*</u></p> | <p><u>2013 Expected Level :*</u></p> | <p>While students exiting the program have always had a transition plan with identified educational plans and goals sometimes students miss the boat on opportunities based upon confused language in those written goals.</p> | <p>Develop an exit memo that lists specific things that the youth needs to do in numbered order, chronologically, so that no confusion can possibly exist and so that no steps are missed in the transitioning back into society.</p> | <p>Transition Specialist</p> | <p>Evaluation of transition plans and the transition memo and follow up with the student within 14 days of exit from the facility to see if the plan and memo were followed.</p> | <p>Transition plans, Follow up with the transition coordinator from the students home school district to see if re-entry into the school system was successful. Follow up with the student.</p> | |
| | <p>100% of the students that completed the program have a transition plan in place identifying education and employment procedures and goals.</p> | <p>100% of the students completing the program will have a transition plan in place that identifies education and employment procedures and goals..</p> | | | | | | |
| | | | | <p>1.2. Very poor living conditions at home</p> | <p>1.2. Recognize that the students may be re- entering into a poor situation at home and reinforce with the students the skills and techniques that they learned at Cypress Creek to deal with those situations. Reinforce positive outcomes with youth.</p> | <p>1.2. Transition Specialist</p> | <p>1.2. Monitor student progress for an extended period of time after release.</p> | <p>1.2. Recidivism rates for students who actually “Go Home” compared to those that go to college or vocational school away from home.</p> |
| | | | <p>1.3.</p> | <p>1.3.</p> | <p>1.3.</p> | <p>1.3.</p> | <p>1.3.</p> | |

Transition Professional Development

| <p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p> | | | | | | |
|---|----------------------------|---|---|--|---|--|
| <p>PD Content /Topic and/or PLC Focus</p> | <p>Grade Level/Subject</p> | <p>PD Facilitator and/or PLC Leader</p> | <p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p> | <p>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p> | <p>Strategy for Follow-up/Monitoring</p> | <p>Person or Position Responsible for Monitoring</p> |
| <p>Transition documentation, notification to receiving school districts, IAP's.</p> | <p>9-12</p> | <p>Principal</p> | <p>Transition Specialist Gibbons</p> | <p>Quarterly</p> | <p>Review of transition plans for the 2012-2013 school year</p> | <p>Principal</p> |
| | | | | | | |
| | | | | | | |

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Transition Budget (Insert rows as needed)

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

Evidence-based Program(s)/Materials(s)

| Strategy | Description of Resources | Funding Source | Available Amount |
|----------|--------------------------|----------------|------------------|
| | | | |
| | | | |

Subtotal:

Technology

| Strategy | Description of Resources | Funding Source | Available Amount |
|--|---|----------------|--|
| Utilize all resources available on the internet (one stop jobs location, choices, FAFSA applications and worksheets, etc.) to assist the students in their transitioning process | Laptop and desk top computers with unrestricted internet access | General budget | \$0, already funded and/or available . |
| | | | |

Subtotal:

Professional Development

| Strategy | Description of Resources | Funding Source | Available Amount |
|--|---|--------------------------|------------------|
| Have Transition Specialist attend District meetings dealing with Counseling and transition | District or State seminars headed up by district or state personnel | Professional development | \$450.00 |
| | | | |

Subtotal:\$450.00

Other

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|--------------------------|-------------------|------------------|
| Provide financial aid applications to all students leaving the facility and assure that any student that has already finished high school or has earned their GED fills out the proper FAFSA form prior to leaving the facility if so desired | Transition specialist | No funding needed | \$0 |
| | | | |

Grand Total:\$450.00

End of Transition Goal(s)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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. NA | 2012 Current Attendance Rate:* | 2013 Expected Attendance Rate:* | NA | NA | NA | NA |
| | 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 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. |

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

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|---|---------------------|----------------------------------|--|---|-----------------------------------|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| NA | | | | | | |
| | | | | | | |
| | | | | | | |

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

End of Attendance Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Final Budget (Insert rows as needed)

| | |
|--|-------------------------------|
| Please provide the total budget from each section. | |
| Reading Budget | Total:\$4,000.00 |
| Mathematics Budget | Total:\$2,100.00 |
| Science Budget | Total:\$950.00 |
| Civics Budget | Total:\$700.00 |
| U.S. History Budget | Total:\$800.00 |
| Career Budget | Total:\$400.00 |
| Transition Budget | Total:\$500.00 |
| Attendance Budget | Total: |
| | Grand Total:\$9,450.00 |

2012-2013 School Improvement Plan Juvenile Justice Education Programs

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes

No

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

| Describe projected use of SAC funds. | Amount |
|--------------------------------------|--------|
| | |
| | |
| | |

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