

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) for Juvenile Justice Education Programs

2012–2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: PACE Center for Girls Broward	District Name: Broward
Principal: David Watkins, Whiddon Rogers Education Center	Superintendent: Mr. Robert W. Runcie
SAC Chair: R. Hudson & N. Lester	Date of School Board Approval:

Student Achievement Data:

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Principal	David Watkins, WREC	Professional Certificate Educational Leadership (K-12) and Social Sciences (5-9), Ed.S. Educational Leadership, M.A. Social Studies Education	3	10	2011-2012 2010-2011 Grade: Not Rated Reading Learning Gains (BASl): 48% Math Learning Gains (BASl): 58% AYP: No Subgroups made AYP in Reading. No Subgroups made AYP in Math 2009-2010 Grade: Pending Reading Mastery: 43% Math Mastery: 74%

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					<p>Science Mastery: 37% Writing Mastery: 90% AYP: No Subgroups made AYP in Reading. No Subgroups made AYP in Math 2008-2009 Grade: N/A Reading Mastery: 10% Math Mastery: 25% Science Mastery: 0 % Writing Mastery: 68% AYP: No subgroups met AYP for Reading and Math. 2007-2008 Grade: N/A Reading Mastery: 4% Math Mastery: 6% Science Mastery: 3% Writing Mastery: 60% AYP: There were no subgroups that made AYP in Reading and Math.</p>
Lead Educator	Jennifer Ethridge, M.Ed., Academic Manager, PACE Center for Girls Broward	Professional Educator's Certificate Elementary Education (K-12), Educational Leadership (K-12), ESOL Endorsement M, Ed. Educational Leadership	7	6	<p><i>Based on BASI (common assessment) data</i> <u>2008-2009</u> Total learning gains – 67% Reading – 57% learning gains Math – 67% learning gains Writing – 77% learning gains AYP Reading – No subgroups met AYP FCAT Reading - 11% learning gains AYP Math – No subgroups met AYP FCAT Math - 14% learning gains AYP – Writing - No subgroups met AYP FCAT Writing – 61% learning gains AYP Science – No subgroups met AYP FCAT Science – 1% learning gains <u>2009-2010</u> Total learning gains – 49% Reading – 35% learning gains Math – 53% learning gains Writing – 59% learning gains AYP Reading – No subgroups met AYP FCAT Reading - 11% learning gains AYP Math – No subgroups met AYP</p>

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					FCAT Math – 22% learning gains AYP – Writing - No subgroups met AYP
Lead Educator	Sharon I. Grant	M.A. Educational Leadership (K-12) Guidance (K-12) English (6-12)	2	12	2010-2011 Grade: N/A 2009-2010 Grade: C (Piper) 08/09 performance- Piper HS grade was “C” with a score of 454. AYP status was NO- 72% of criteria met
Lead Educator	Olivia Day, M.Ed., Academic Manager, PACE Center for Girls Broward	Professional Educator’s Certificate in Guidance & Counseling (K-12) and M.Ed. in Counselor Education.	6	4	<i>Based on BASI (common assessment) data</i> <u>2008-2009</u> Total learning gains – 67% Reading – 57% learning gains Math – 67% learning gains Writing – 77% learning gains AYP Reading – No subgroups met AYP FCAT Reading - 11% learning gains AYP Math – No subgroups met AYP FCAT Math - 14% learning gains AYP – Writing - No subgroups met AYP FCAT Writing – 61% learning gains AYP Science – No subgroups met AYP FCAT Science – 1% learning gains <u>2009-2010</u> Total learning gains – 49% Reading – 35% learning gains Math – 53% learning gains Writing – 59% learning gains AYP Reading – No subgroups met AYP FCAT Reading - 11% learning gains AYP Math – No subgroups met AYP FCAT Math – 22% learning gains AYP – Writing - No subgroups met AYP FCAT Writing – 52% learning gains AYP Science – No subgroups met AYP FCAT Science – 1% learning gains <u>2010-2011</u> Total learning gains – 45% Reading – 38% learning gains Math – 42% learning gains Writing – 56% learning gains

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					AYP Reading – No subgroups met AYP FCAT Reading – 17% passed; 35% showed learning gains AYP Math - No subgroups met AYP FCAT Math – 15% passed; 63% showed learning gains AYP Writing – No subgroups met AYP FCAT Writing – 72% passed AYP Science – No subgroups met AYP FCAT Science – 25%
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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.
Reading	Mary Shaw	Bachelor of Science in Elementary Education; Masters in Education; Certified in ESE K-12 Gifted and ELO Reading Certified	12	7	2010-2011 Grade: Not Rated Reading Learning Gains (BASI): 48% 2009-2010 Reading Mastery: 13% AYP: No subgroups met AYP for Reading. 2008-2009 Grade: N/A Reading Mastery: 15% AYP: No subgroups met AYP for Reading. 2007-2008 Grade: N/A Reading Mastery: 4% AYP: There were no subgroups that made AYP in Reading.

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Math	Renee Hudson	Bachelor of Arts in Psychology; Masters in Curriculum and Instruction; Certified in Mathematic 5-9 and 6-12	7	4	2010-2011 Grade: Not Rated Math Learning Gains (BASI): 58% 2009-2010 Grade: N/A Math Mastery: 19% AYP: There were no subgroups that made AYP in Math. 2008-2009 Grade: N/A Math Mastery: 25% AYP: There were no subgroups that made AYP in Math. 2007-2008 Grade: N/A Math Mastery: 6% AYP: There were no subgroups that made AYP in Math.
Science	Lotoya Joseph-Brown	Bachelors of Arts in Marketing Masters of Science in Science Education; Certification: Science 5-9 and Mathematics 5-9	1	1	New to PACE Center for Girls Broward

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.
Reading/ Math	Tara Escribano	Professional Certification in Elementary (K-6), Mathematics (5-9), and Reading Endorsement and	2	4	<i>Based on BASI (common assessment) data</i> <u>2010-2011</u> Total learning gains – 45% Reading – 38% learning gains

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		ESOL Endorsed. Has a B.S. in Elementary Education.			Math – 42% learning gains Writing – 56% learning gains AYP Reading – No subgroups met AYP FCAT Reading – 17% passed; 35% showed learning gains AYP Math - No subgroups met AYP FCAT Math – 15% passed; 63% showed learning gains AYP Writing – No subgroups met AYP FCAT Writing – 72% passed
Reading	Denielle Kistler	Temporary Certification in Social Science (6-12) Reading Endorsement Has B.A. in Psychology	2 years	1 Year and 3 months	
Career Development	Amber Lartz	Professional Certification in Math (5-9) B.A. In Criminal Justice	4 years	4 years	N/A

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. New Educator Support System – Instructional personnel new to teaching or new to PACE participate in this induction program facilitated on a monthly basis. In addition to the competency overviews, instructional staff is provided resources that will assist them as they acclimate to the alternative school model. They receive instruction and development on high yield, ESE and ESOL strategies. They also are trained on the most effective instructional strategies to meet the needs of low performing students.	Joan Sternberg, Jennifer Ethridge and Olivia W. Day	June 2013	
2. Professional Learning Communities (8 Days) – The professional learning communities are held monthly. The PLC's are determined based on the instructional needs assessments, AYP data, and the needs of student.	Joan Sternberg, Jennifer Ethridge and Olivia W. Day	June 2013	
3. Competitive Compensation and Benefit Packages	Aggie Pappas	June 2013	
4. Orientation and Training of newly hired staff	Jennifer Ethridge and	June 2013	

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	Olivia W. Day		
5. Professional Development Plan created with new hire and direct supervisor	Jennifer Ethridge and Olivia W. Day	June 2013	
6. Provide On-Going Professional Development and Continuing Education Opportunities	Jennifer Ethridge and Olivia W. Day	June 2013	
7. Common Planning Period, Academic and Care Review/Care Team Meetings - collaborative meetings, held on a weekly and monthly basis, to discuss students, the instructional best practices, and teacher concerns.	Jennifer Ethridge and Olivia W. Day	June 2013	
8. Regular supervision and feedback (formal and informal supervision and classroom observations)	Jennifer Ethridge and Olivia W. Day	June 2013	
9. Recognize and reward staff by way of certificates, small incentives, extra planning periods, and Teacher Appreciation Week	Jennifer Ethridge and Olivia W. Day	June 2013	
10. Provide a safe and clean working environment	Jennifer Ethridge and Olivia W. Day	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who are NOT highly effective.

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

Number of staff and paraprofessionals that are teaching out-of-field and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
40% (2)	<ol style="list-style-type: none"> 1. Register and successfully complete General Knowledge, Professional, and Subject Area FTCE Exams as required. 2. Enroll in ESOL Endorsement Courses as required. 3. Enroll and successfully complete subject area training as offered by the district. 4. Successfully complete NESS requirements. 5. Register and successfully complete semester hours in educational courses per Statement of Eligibility Requirements as deemed necessary by DOE.

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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
5	60% (3)	100% (5)	0% (0)	0% (0)	20% (1)	40% (2)	40% (2) Have met requirements to obtain Reading Endorsement	0% (0)	20% (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
Jennifer Ethridge	Laura Fallon Javett Smith Aubrey Kintop	Bachelors Degree in Elementary Education, Masters of Education Degree in Educational Leadership, 9 years of Teaching/Administrative Experience, Professional Educator's Certificate in Elementary K-12, ESOL Endorsed and Educational Leadership Certification K-12	NESS Program (SBBC), Classroom Observations, supervision meetings, Professional Development Opportunities, Individualized training in instructional strategies and behavior management
Olivia Day	Laura Fallon Javett Smith Aubrey Kintop	Masters of Education Degree in Counselor Education, 4 years of Teaching/Administrative Experience, Professional Educator's Certificate in Guidance & Counseling K-12	NESS Program (SBBC), Classroom Observations, supervision meetings, Professional Development Opportunities, Individualized training in instructional strategies and behavior management

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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.

At PACE Center for Girls Broward, it is every teacher's responsibility to teach reading. This is evident in the way that teachers develop and implement their lesson plans as well as in the way that teachers provide small group, whole group, and individualized instruction to students. For example, to help students further develop their vocabulary, all teachers will continue to implement interactive word walls with each class. Also, teachers will continue to introduce new vocabulary words to each student on a weekly basis. We also provide weekly subscriptions of resources such as Weekly Reader, Scholastic, and Action so that all teachers integrate reading current events into their daily lessons. Teachers also have access to information and Professional Development Trainings offered by the School District (Broward) where teachers can further broaden instructional strategies that will help them to teach reading to all students. PACE Broward has also implemented the Word Generation curriculum which integrates pre, during, and post reading strategies in the content areas on a weekly basis in every class. Breakfast and Books, Book Club with the Broward County Women's Lawyers' Association (BCWLA), and Share-A-Pet reading therapy program are just a few of the activities our program has incorporated to promote reading. Staff also receives regular trainings from the District's Instructional Coach on strategies on how to best integrate Reading into the Content Area Courses. Currently, PACE has two teachers who have completed the requirements to obtain their Reading Endorsement. They are all given support and guidance through fidelity checks, training, data chats, supervision, and planning time, as needed.

**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?

Each of the following courses help students to see the relationship between their core class subject matter and the connection it has to their future lives:

Spirited Girls!

Spirited Girls is a gender-specific, culturally sensitive life skills curriculum for girls that focuses on understanding the developmental needs of girls and exploring the 6 major domains of a girl's life:

- Physical
- Emotional
- Intellectual
- Sexuality
- Relational (Family & Friends)
- Spirituality

Blueprint for Professional Success & Professional Development and Career Planning/PCSD– This course focuses on career exploration and preparation by giving students the opportunity to explore their interest and aptitudes, research careers of interest, and have ample opportunities to prepare for careers by conducting research, working on credentials (Florida Ready to Work Credentials), filling out applications, creating resumes, participating in mock interviews, etc. Guest speakers from the community in various fields are invited to come to PACE and share their knowledge and experience with students to help broaden students knowledge base as well as their awareness of careers that are available within their community.

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Social Studies – This course integrates current events, community involvement, cultural diversity and awareness, monthly thematic lessons centered on the holidays to teach students the importance of understanding the differences between cultures. Guest speakers from the community in related fields are invited to come to PACE and share their knowledge and experience with students.

Math – This course enables students to build a basic foundation in math which will help them to succeed in their future and give them an understanding of those careers which require an advanced and/or basic groundwork in mathematics. They also learn specific skills that are necessary in order for them to lead a responsible and independent adult life. Guest speakers in fields requiring an extensive or basic mathematics knowledge base are invited to come to PACE and share their knowledge and experience with students.

Science – These courses introduce students to the numerous career possibilities available in the field of Science. Students are able to recognize how important Reading, Writing, and Math skills are and how they are widely used in certain careers. Students are given the opportunity to work in groups, which help to teach team-building and cooperative learning skills and sharpen their higher-level thinking and problem-solving skills. All of these are necessary for their personal and professional lives. Students are also able to make the connection between science and real-life issues such as: weather and climate, nutrition, environmental awareness, and the human body, just to name a few. Additionally, guest speakers in Science-related fields are invited to come to PACE and share their knowledge and experience with students.

English / Language Arts / Reading – Students learn the importance of using proper verbal and written English language and Reading skills in their professional, personal, and academic lives. Students are also exposed to drama, poetry, and book clubs through these courses and learn the skills necessary in filling out job applications, resume and cover letter writing, and interviewing skills. Leisure reading is highly encouraged throughout these courses. Students are made aware that any job requires efficient writing, reading and speaking skills.

Each of the following programs help students to see the relationship between their core class subject matter and the connection it has to their future lives:

Programs:

PACE WORKS

PACEWorks! is a program at PACE which promotes career readiness. Each student receives a career interest inventory and a career IAP is created for her. A career counselor meets with students bi-weekly to work on creating a career portfolio. During these meetings, the girl is able to discuss her career aspirations and does research regarding the requirements for pursuing a career in her field of interest. Additionally, all of the girls receive monthly instruction on career related subjects through their advisory class. Guest speakers come to PACE to discuss career, vocational, and college planning. Workshops are conducted to assist girls with resume writing and college planning. Several vocational field trips are arranged each month so that girls are exposed to a variety of potential occupations. During these field trips, the students learn about the education necessary for a variety of jobs.

Advisory Group

Each student is placed in an Academic Advisory Group of 10-13 students with one Academic Advisor. Students may be placed into an advisory based on one or more of the following factors: age, grade, ESE status, learning style, graduation option, long-term academic goals, and any other specific individual needs. Academic Advisory Groups meet on a daily basis. At minimum each advisor meets with their advisees on a bi-weekly basis to review progress towards meeting long-term academic goals and short-term objectives in Math, Reading, Writing, and Career subject areas. ESE students meet to address their progress towards meeting their IEP goals. Additionally, students and their advisor meet to plan for their future and life after the PACE Program. In this small academic learning community, the advisory group also works on community service

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projects, learning strategies, career exploration/preparation, and creating partnerships. Advisory Groups also participate in special learning projects and competitions. During these times students are given the opportunity to increase their academic functioning through tutoring. They also build their confidence through team building and engage in reading and math learning games/competitions.

Getting to the Heart of the Matter

Getting to the Heart of the Matter is an innovative gender specific psycho-educational program that supports and encourages PACE girls to live an alcohol and drug free life. The curriculum incorporates strategies to build self-esteem and refusal skills, helps to change attitudes and perceptions around the use of drugs and alcohol while increasing knowledge about the consequences associated with substance use and addiction. Getting to the Heart of the Matter is a research project supported by the United Way Broward County Commission on Substance Abuse and the Department of Children and Families. PACE is licensed by the state of Florida as a substance abuse prevention and intervention provider.

Baby Can Wait (BCW) Club

Funded by the United Way of Broward County, the PACE Broward "Baby Can Wait" (BCW) program is a pregnancy prevention project providing positive support, education, and recognition to girls and adolescents ages 11-17. The services offered by BCW include pregnancy prevention treatment planning, psycho-educational groups, and individual counseling with the BCW Counselor. BCW participants are able to experience the various stages of pregnancy and parenting through a simulated comprehensive behavioral modification program. PACE works to reduce pro-childbearing adolescent attitudes and behaviors by providing a setting where positive peer support is encouraged. Over the past fourteen years, BCW has had tremendous impact over the PACE population which is considered highly at risk. By enhancing and continuing these services and interventions, PACE continues to make a positive impact on the social and economic consequences related to teen pregnancy.

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

All students are placed in classes based on their individual academic needs (i.e. FCAT, DAR, FAIR scores, diploma option, IEP needs, and official transcripts). If a student's academic needs permit her to actually choose a course, we allow this to happen and accommodate them to the best of our ability. If we are unable to provide a particular course, we assist the student in enrolling in Florida Virtual School or co-enrolling in night school classes. (This being done, of course, if both the parent/guardian and student want to pursue this as an option.) Due to an increased number of girls struggling in reading, PACE has implemented the Word Generation program. This requirement ensures all students take part in 50 minutes per week of a reading lesson that incorporates pre, during, and post reading strategies in each class. Girls are also given the opportunity to read books, magazines, newspapers, or any other reading materials based on their choice daily. PACE has also dispersed leisure reading materials throughout the common areas of the building for students to have access to throughout the entire day. Lastly, due to an increased number of girls needing a Vocational course for middle school promotion requirements, we continue to offer Personal Development and Career Planning to meet this requirement. We also offer Blueprint for Professional Success to the high school population as a 1.0 elective credit to meet high school graduation requirements.

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.

There is not a High School Feedback Report provided for PACE (or any other DJJ sites). However, through our PACEWORKS program, each student receives a career interest inventory and a career IAP is created for her. A career counselor meets with each student bi-weekly to work on creating a career portfolio. During these meetings, the girl is able to discuss her career aspirations and does research regarding the requirements for pursuing a career in her field of interest. Additionally, all of the girls receive

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monthly instruction on career-related subjects through their advisory class. Guest speakers come to PACE to discuss career, vocational, and college planning. Workshops are conducted to assist girls with resume writing and college planning. Several vocational field trips are arranged each month so that girls are exposed to a variety of potential occupations. During these field trips, the students learn about the education necessary for a variety of jobs.

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. <u>Reading Goal #1:</u> By June of 2013, 58% (38) of the students in grades 6 through 12 will make learning gains in Reading as measured by the FCAT Assessment. During the 2011-2012			1.1 Students have not received sufficient instruction in the reading standards outlined in the curriculum to demonstrate learning gains and successfully pass the FCAT during the 2012-2013 school year.	1.1 Teachers will receive training in NGSS and Common Core Standards. 1.2 All teachers will be encouraged to take CRISS training. 1.3 All content area teachers will participate in NGCAR-PD training as it is made available. 1.4 Teachers will be trained on how to use the FAIR website to access videos and trainings on reading instruction relating to specific student	1.1 thru 1.8 Olivia Day, Academic Manager; Jennifer Ethridge, Academic Manager; Mary Shaw, Reading Coach; Sherrie Poitier, Guidance Director; Denielle Kistler, Reading Teacher/Advisor; Tara Escribano, Reading and Math Teacher/Advisor	1.1 On-going data chats and progress monitoring of students' learning gains. 1.2 Supervision and support to ensure that instructors keep up with certification renewal and District Reading Progression Plan Mandates are operationalized. 1.3 Daily correspondence with Whiddon Rogers Guidance Staff and review of MIS entries. 1.4 Monthly supervision meetings, fidelity checks, and data chats.	1.1 EDGE and FAIR Assessments, ACT, SAT, and/or GED practice tests. Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test.
	2012 Current Level of Performance:* 51% (33)	2013 Expected Level of Performance:* 58% (38)					

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<p>school year, 51% (33) of students who participated in FCAT testing demonstrated learning gains in Reading.</p> <p>During the 2010-2011 school year, 38% (12) of students who participated in BASI pre and post testing demonstrated learning gains in Reading.</p>				<p>weaknesses.</p> <p>1.5 Teachers will utilize district pacing guides.</p> <p>1.6 Continuous monitoring of students using curriculum based assessments.</p> <p>1.7 Reading Instructors receive on-going support and professional development training and time is set aside for fidelity checks and data chats.</p> <p>1.8 Instructors have a common planning period.</p> <p>1.9 Reading Initiatives such as; Share-A-Pet Reading/Pet Therapy program and Book Club.</p> <p>1.10 Students will utilize EDGE Reading Curriculum, PLATO Pathways, and REWARDS/REWARDS Plus SS to use context clues to determine word meaning, demonstrate literal, inferential, and evaluative reading comprehension skills, acquire and use a basic vocabulary for reading and relate literature selections to an understanding of self and others.</p> <p>1.11 All students will have the opportunity to access periodicals, reference materials, fiction, non-fiction books, as well as gender-responsive media materials through PACE Broward's media center in order to increase textual knowledge.</p>		<p>1.5 Monthly supervision and on-going feedback provided to Academic Managers.</p> <p>1.6 On-going data chats and progress monitoring of students' learning gains.</p>	
							1.2.
			1.3.	1.3.	1.3.		

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011	51% (33)	58% (38)	65% (42)	72% (47)	78% (51)	86% (56)
	During the 2010-2011 school year, 38% (12) of students who participated in BASI pre and post testing demonstrated learning gains in Reading						
Reading Goal #2: <i>Enter narrative for the goal in this box.</i>							

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
Strategies for Reading in the Content Areas	6-12 All Subjects	Mary Shaw & District Lead Reading Trainings	School-wide	Academic Meetings/Common Planning Periods/ District's <u>Reading Department Training</u>	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Mary Shaw, Reading Coach.
Vocabulary Development Strategies	6-12 All Subjects	Mary Shaw & District Lead	School-wide	Academic Meetings/Common Planning Periods	Data Chats, Fidelity Checks, CWT, classroom observations and	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Mary

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		Reading Trainings		<u>Reading Department Training</u>	Supervision Meetings	Shaw, Reading Coach.
Reading Comprehension Development Strategies	6-12 All Subjects	Mary Shaw & District Lead Reading Trainings	School-wide	Academic Meetings/Common Planning Periods <u>Reading Department Training</u>	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Mary Shaw, Reading Coach.
REWARDS/Rewards Plus Social Studies Training	6-8 Reading	Mary Shaw & District Lead Reading Trainings	Tara Escribano	Planning Days, Early Release Days <u>Reading Department Training</u>	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Mary Shaw, Reading Coach.
EDGE Training	9-12 Reading	Mary Shaw & District Lead Reading Trainings	Denielle Kistler	Planning Days, Early Release Days <u>Reading Department Training</u>	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Mary Shaw, Reading Coach.
FAIR Training	6-12 All Subjects	Ms. Shaw & Ms. Ethridge	School-wide	Academic Meetings/Common Planning Periods	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Mary Shaw, Reading Coach.
NGSSS/Common Core Standards Training	6-12 All Subjects	Ms. Shaw & Ms. Ethridge District Training	School-wide	Planning Days, Early Release Days <u>Reading Department Training</u>	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Mary Shaw, Reading Coach.

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
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Enhance teachers' knowledge of methods of instructional delivery in reading to enhance pre, during, and post reading	Attend district training as offered (see above).	SBBC	\$200.00

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strategies for students.			
			Subtotal: \$ 200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total: \$ 200.00

End of Reading Goals

Mathematics Goals

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

Guiding Questions to Inform the Problem-Solving Process

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

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

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Percentage of students making learning gains in mathematics.			1.1 Students have not received sufficient instruction in the mathematics standards outlined in the curriculum to demonstrate learning gains and successfully pass the FCAT during the 2011-2012 school year.	1.1. Master Schedule includes Pre-Algebra as an option for students to help strengthen their understanding of mathematical concepts prior to enrolling into courses of higher difficulty. 1.2. Math Instructors receive on-going support and professional development training and time is set aside for fidelity checks and data chats. 1.3. Instructors have a common	1.1 thru 1.5 Olivia Day, Academic Manager; Jennifer Ethridge, Academic Manager; Renee Hudson, Math Coach; Sherrie Poitier, Guidance Director, Javett Smith, Math Teacher/Advisor; Tara Escribano, Math & Reading Teacher/Advisor	1.1 On-going data chats and progress monitoring of students' learning gains. 1.2 Supervision and support to ensure that instructors keep up with certification renewal and district mandates are operationalized. 1.3 Daily correspondence with Whiddon Rogers Guidance Staff and review of MIS entries. 1.2-1.5 Monthly supervision meetings, fidelity checks, and data	FCAT data, ACT, SAT, and/or GED practice tests. Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test. Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common
Mathematics Goal #1: By June of 2013, 44% (29) of the students in grades 6 through 8 will make learning gains in Mathematics as measured by the FCAT Assessment.							
During the 2011-2012							
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	57% (16)	64% (18)					

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<p>school year 42% (13) of students who participate in testing demonstrated learning gains in Mathematics as measured by the FCAT Assessment.</p> <p>During the 2010-2011 school year, 18% (6) of students who participated in FCAT testing demonstrated learning gains in Mathematics.</p>				<p>planning period.</p> <p>1.4. Math tutors will be recruited from the community to assist students with building a foundation in math through individual and small group tutoring/remediation, GED preparation, etc.</p> <p>1.5. Students will utilize PLATO Learning Environment (PLE) to remediate and enrich their math skills as prescribed by Common Assessment and FCAT data.</p> <p>1.6 Teachers will receive training in NGSS and Common Core Standards.</p>		<p>chats.</p> <p>1.4 Ann Mihaiu and Academic Managers ensure volunteers are scheduled to tutor in the Math classes on a regular basis. The teachers will ensure girls are being tutored on a regular basis.</p> <p>1.5 Monthly supervision and on-going feedback provided to Academic Managers.</p>	<p>Assessment Post-Test.</p>
		<p>1.2 The majority of our students scored below grade level in the Content Area of Number Sense, Concepts, and Operations.</p>	<p>1.3 Math Teachers will create lessons that center around building students foundation of using number concepts and computation skills.</p> <p>1.4 Math Teachers and tutors will incorporate manipulatives that students can utilize during lessons/tutoring sessions to better learn number concepts and computation skills.</p> <p>1.5 Math Teachers will integrate PLATO Learning Environment (PLE) into their instruction to remediate and enrich student math skills as prescribed by the Common Assessment and FCAT data in the area of Number Sense, Concepts and Operations.</p> <p>1.6 Class schedules are created using students FCAT/Algebra/Geometry EOC data.</p> <p>1.7 Master Schedule includes Pre-Algebra as an option for students to help strengthen their</p>	<p>1.1 thru 1.5 Olivia Day, Academic Manager; Jennifer Ethridge, Academic Manager; Renee Hudson, Math Coach; Sherrie Poirier, Guidance Director, Javett Smith, Math Teacher/Advisor; Tara Escribano, Math & Reading Teacher/Advisor</p>	<p>On-going data chats and progress monitoring of students' learning gains.</p> <p>Supervision and support to ensure that instructors keep up with certification renewal and district mandates are operationalized.</p> <p>Daily correspondence with Whiddon Rogers Guidance Staff and review of MIS entries.</p> <p>Monthly supervision meetings, fidelity checks, and data chats.</p> <p>On-going data chats and progress monitoring of students' learning gains and classroom observations.</p> <p>Classroom observation, formal monthly supervision, review of relevant documentation</p> <p>Ann Mihaiu and Academic Managers ensure volunteers are scheduled to tutor in the Math classes on a regular basis. The Instructors will ensure girls are being tutored on a regular basis.</p>	<p>FCAT data, ACT, SAT, and/or GED practice tests.</p> <p>Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test.</p> <p>Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test.</p>	

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			<p>understanding of mathematical concepts prior to enrolling into courses of higher difficulty.</p> <p>1.8 Math Instructors receive on-going support and professional development training and time is set aside for fidelity checks and data chats.</p> <p>1.9 Instructors have a common planning period.</p> <p>1.10 All students will be given the opportunity to work with a volunteer/ tutor and/or Math Teacher Assistant individually or in small groups on a regular basis during class.</p> <p>1.11 All students are enrolled in Mathematics course(s) that have 18:1 student to teacher ratio or less each class period.</p> <p>1.12 Teachers will receive training in NGSS and Common Core Standards.</p>			
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	<p>Baseline data 2010-2011</p> <p>During the 2010-2011 school year, 18% (6) of students who participated in FCAT testing demonstrated learning gains in Mathematics.</p>	42% (13)	57% (16)	64% (18)	71% (20)	78% (22)	85% (24)
Mathematics Goal #2:							

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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 Students have not received sufficient instruction in the mathematics standards outlined in the curriculum to demonstrate learning gains and successfully pass the Algebra EOC exam during the 2011-2012 school year.	1.6. Master Schedule includes Pre-Algebra as an option for students to help strengthen their understanding of mathematical concepts prior to enrolling into courses of higher difficulty. 1.7. Math Instructors receive on-going support and professional development training and time is set aside for fidelity checks and data chats. 1.8. Instructors have a common planning period. 1.9. Math tutors will be recruited from the community to assist students with building a foundation in math through individual and small group tutoring/remediation, GED preparation, etc. 1.10. Students will utilize PLATO Learning Environment (PLE) to remediate and enrich their math skills as prescribed by Common Assessment and FCAT, Algebra, and Geometry EOC data. 1.11. Pull-out and push-in groups to better prepare students for the assessment.	1.1 thru 1.5 Olivia Day, Academic Manager; Jennifer Ethridge, Academic Manager; Renee Hudson, Math Coach; Sherrie Poitier, Guidance Director, Javett Smith, Math Teacher/Advisor; Tara Escribano, Math & Reading Teacher/Advisor	1.1 On-going data chats and progress monitoring of students’ learning gains. 1.2 Supervision and support to ensure that instructors keep up with certification renewal and district mandates are operationalized. 1.3 Daily correspondence with Whiddon Rogers Guidance Staff and review of MIS entries. 1.2-1.5 Monthly supervision meetings, fidelity checks, and data chats. 1.4 Ann Mihaiu and Academic Managers ensure volunteers are scheduled to tutor in the Math classes on a regular basis. The teachers will ensure girls are being tutored on a regular basis. 1.5 Monthly supervision and on-going feedback provided to Academic Managers.	Algebra EOC data, ACT, SAT, and/or GED practice tests. Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test. Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test.
Algebra Goal #1: By June of 2013, 80% (16) of the students in grades 9 through 12 will make learning gains in Mathematics as measured by the Algebra EOC Exam/Assessment. <i>*Projection is based on assessing approximately 20 students in 2013 versus 4 in 2012.</i> During the Winter 2011-2012 Algebra I EOC exam, 42% (8) students demonstrated learning gains by passing with a level 3 score or higher. During the Spring 2012 Algebra I EOC exam, 25% (1) student demonstrated learning gains by passing with a level 3 score or higher. During the Summer 2012 Algebra I EOC exam, 17% (1) student demonstrated learning gains by passing with a level 3 score or	2012 Current Level of Performance: * 75% (3) <i>*This is based on the total number of students who needed to retake the Algebra I EOC exam due to not passing previously and showed learning gains</i>	2013 Expected Level of Performance: * 80% (16) <i>*Projection is based on assessing approximately 20 students in 2013 versus 4 in 2012.</i>					
			1.13 The majority of our students scored below grade level in the Content Area of	1.14 Math Teachers will create lessons that center around building students foundation of using	1.1 thru 1.5 Olivia Day, Academic Manager; Jennifer Ethridge, Academic Manager; Renee	On-going data chats and progress monitoring of students’ learning gains.	Algebra EOC data, ACT, SAT, and/or GED practice tests.

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<p>higher.</p> <p>When comparing data from the Winter 2011-2012 Algebra I EOC exam to the Spring 2012 test 66% (2) students demonstrated learning gains by passing with a level 3 score or higher. <i>*This is based on the total number of students who were still enrolled and needed to retake the Algebra I EOC exam due to not passing previously.</i></p> <p>When comparing data from the Spring 2012 Algebra I EOC exam to the Summer 2012 test 100% (1) student demonstrated learning gains by passing with a level 3 score or higher. <i>*This is based on the total number of students who were still enrolled and needed to retake the Algebra I EOC exam due to not passing previously.</i></p>		<p>Number Sense, Concepts, and Operations.</p>	<p>number concepts and computation skills.</p> <p>1.15 Math Teachers and tutors will incorporate manipulatives that students can utilize during lessons/tutoring sessions to better learn number concepts and computation skills.</p> <p>1.16 Math Teachers \will integrate PLATO Learning Environment (PLE) into their instruction to remediate and enrich student math skills as prescribed by the Common Assessment and FCAT data in the area of Number Sense, Concepts and Operations.</p> <p>1.17 Class schedules are created using students FCAT/Algebra/Geometry EOC data.</p> <p>1.18 Master Schedule includes Pre-Algebra as an option for students to help strengthen their understanding of mathematical concepts prior to enrolling into courses of higher difficulty.</p> <p>1.19 Math Instructors receive on-going support and professional development training and time is set aside for fidelity checks and data chats.</p> <p>1.20 Instructors have a common planning period.</p> <p>1.21 All students will be given the opportunity to work with a volunteer/ tutor and/or Math Teacher Assistant individually or in small groups on a regular basis during class.</p> <p>1.22 All students are enrolled in Mathematics course(s) that have 18:1 student to teacher ratio or less each</p>	<p>Hudson, Math Coach; Sherrie Poitier , Guidance Director, , Javett Smith, Math Teacher/Advisor; Tara Escribano, Math & Reading Teacher/Advisor</p>	<p>Supervision and support to ensure that instructors keep up with certification renewal and district mandates are operationalized.</p> <p>Daily correspondence with Whiddon Rogers Guidance Staff and review of MIS entries.</p> <p>Monthly supervision meetings, fidelity checks, and data chats.</p> <p>On-going data chats and progress monitoring of students' learning gains and classroom observations.</p> <p>Classroom observation, formal monthly supervision, review of relevant documentation</p> <p>Ann Mihaiu and Academic Managers ensure volunteers are scheduled to tutor in the Math classes on a regular basis. The Instructors will ensure girls are being tutored on a regular basis.</p>	<p>Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test.</p> <p>Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test.</p>
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			class period. 1.23 Teachers will receive training in NGSS and Common Core Standards.				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.		2.1.	2.1.	2.1.	2.1.	2.1.	
Algebra Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> 0% (0)	<u>2013 Expected Level of Performance:*</u> 10% (2) <i>*Projection is based on assessing approximately 20 students in 2013 versus 4 in 2012.</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 achievement gap by 50%.	Baseline data 2010-2011 <i>*We did not have any baseline data for Algebra EOC exam during the 2010-2011 school year.</i> During the Winter 2011-2012 Algebra I EOC exam, 42% (8) students demonstrated learning gains by passing with a level 3 score or higher.	42% (8) Winter 2012 25% (1) Spring 2012	50% (10) <i>*Projection is based on assessing approximately 20 students in 2013 versus 4 in 2012.</i>	55% (11) <i>*Projection is based on assessing approximately 20 students in 2013 versus 4 in 2012.</i>	60% (12) <i>*Projection is based on assessing approximately 20 students in 2013 versus 4 in 2012.</i>	65% (13) <i>*Projection is based on assessing approximately 20 students in 2013 versus 4 in 2012.</i>	70% (14) <i>*Projection is based on assessing approximately 20 students in 2013 versus 4 in 2012.</i>

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Algebra Goal #3: <i>Enter narrative for the goal in this box.</i>						
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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 Students have not received sufficient instruction in the mathematics standards outlined in the curriculum to demonstrate learning gains and successfully pass the Geometry EOC exam during the 2011-2012 school year.	1.12. Master Schedule includes Informal Geometry as an option for students to help strengthen their understanding of mathematical concepts prior to enrolling into courses of higher difficulty. 1.13. Math Instructors receive on-going support and professional development training and time is set aside for fidelity checks and data chats. 1.14. Instructors have a common planning period. 1.15. Math tutors will be recruited from the community to assist students with building a	1.1 thru 1.5 Olivia Day, Academic Manager; Jennifer Ethridge, Academic Manager; Renee Hudson, Math Coach; Sherrie Poitier, Guidance Director; Javett Smith, Math Teacher/Advisor; Tara Escribano, Math & Reading Teacher/Advisor	1.1 On-going data chats and progress monitoring of students' learning gains. 1.2 Supervision and support to ensure that instructors keep up with certification renewal and district mandates are operationalized. 1.3 Daily correspondence with Whiddon Rogers Guidance Staff and review of MIS entries. 1.2-1.5 Monthly supervision meetings, fidelity checks, and data chats. 1.4 Ann Mihaiu and Academic Managers ensure volunteers are scheduled to tutor in the Math	Geometry EOC data, ACT, SAT, and/or GED practice tests. Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test. Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test.
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June of 2013, 20% (4) of the students in grades 9 through 12 will make learning gains in Mathematics as measured by the Geometry EOC Exam/Assessment. <i>*Projection is based on assessing approximately 20 students in 2013 versus 8 in 2012.</i>	100% (8)	20% (4) <i>*Projection is based on assessing approximately 20 students in 2013 versus 8 in 2012.</i>					
During the Spring 2012 Geometry EOC exam,							

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<p>100% (8) students demonstrated learning gains by scoring at or above the state mean score of 49.</p>				<p>foundation in math through individual and small group tutoring/remediation, GED preparation, etc.</p> <p>1.16. Students will utilize PLATO Learning Environment (PLE) to remediate and enrich their math skills as prescribed by Common Assessment and FCAT, Algebra, and Geometry EOC data.</p> <p>1.17. Pull-out and push-in groups to better prepare students for the assessment.</p>		<p>classes on a regular basis. The teachers will ensure girls are being tutored on a regular basis.</p> <p>1.5 Monthly supervision and on-going feedback provided to Academic Managers.</p>	
		<p>1.24 The majority of our students scored below the state average in the Content Area of Two-Dimensional Geometry.</p>	<p>1.25 Math Teachers will create lessons that center around building students foundation of Two-Dimensional Geometry skills and problem-solving.</p> <p>1.26 Math Teachers and tutors will incorporate manipulatives that students can utilize during lessons/tutoring sessions to better learn number concepts and computation skills.</p> <p>1.27 Math Teachers will integrate PLATO Learning Environment (PLE) into their instruction to remediate and enrich student math skills as prescribed by the Common Assessment and FCAT data in the areas of Two-Dimensional Geometry and problem-solving.</p> <p>1.28 Class schedules are created using students FCAT/Algebra/Geometry EOC data.</p> <p>1.29 Master Schedule includes Informal Geometry as an option for students to help strengthen their</p>	<p>1.1 thru 1.5 Olivia Day, Academic Manager; Jennifer Ethridge, Academic Manager; Renee Hudson, Math Coach; Sherrie Poitier, Guidance Director, Javett Smith, Math Teacher/Advisor; Tara Escribano, Math & Reading Teacher/Advisor</p>	<p>On-going data chats and progress monitoring of students' learning gains.</p> <p>Supervision and support to ensure that instructors keep up with certification renewal and district mandates are operationalized.</p> <p>Daily correspondence with Whiddon Rogers Guidance Staff and review of MIS entries.</p> <p>Monthly supervision meetings, fidelity checks, and data chats.</p> <p>On-going data chats and progress monitoring of students' learning gains and classroom observations.</p> <p>Classroom observation, formal monthly supervision, review of relevant documentation</p> <p>Ann Mihaiu and Academic Managers ensure volunteers are scheduled to tutor in the Math classes on a regular basis. The Instructors will ensure girls are being tutored on a regular basis.</p>	<p>Geometry EOC data, ACT, SAT, and/or GED practice tests.</p> <p>Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test.</p> <p>Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test.</p>	

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			<p>understanding of mathematical concepts prior to enrolling into courses of higher difficulty.</p> <p>1.30 Math Instructors receive on-going support and professional development training and time is set aside for fidelity checks and data chats.</p> <p>1.31 Instructors have a common planning period.</p> <p>1.32 All students will be given the opportunity to work with a volunteer/ tutor individually or in small groups on a regular basis during class.</p> <p>1.33 All students are enrolled in Mathematics course(s) that have 18:1 student to teacher ratio or less each class period.</p> <p>1.34 Teachers will receive training in NGSS and Common Core Standards.</p>			
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.		2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	0% (0)	10% (2) <i>*Projection is based on assessing approximately 20 students in 2013 versus 8 in 2012.</i>				
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

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3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 <i>*We did not have any baseline data for Geometry EOC exam during the 2010-2011 school year.</i> During the Spring 2012 Geometry EOC exam, 100% (8) students demonstrated learning gains by scoring at or above the state mean score of 49.	100 % (8)	20% (4) <i>*Projection is based on assessing approximately 20 students in 2013 versus 8 in 2012.</i>	25% (5) <i>*Projection is based on assessing approximately 20 students in 2013 versus 8 in 2012.</i>	30% (6) <i>*Projection is based on assessing approximately 20 students in 2013 versus 8 in 2012.</i>	35% (7) <i>*Projection is based on assessing approximately 20 students in 2013 versus 8 in 2012.</i>	40% (8) <i>*Projection is based on assessing approximately 20 students in 2013 versus 8 in 2012.</i>
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
Strategies for Developing Number Sense, Concepts And Operations.	6-12 Math	Renee Hudson & or District Offered Trainings	6-12 Math Teachers	Academic Meetings/Common Planning Periods, Early Release and Planning Days <u>Math Department Training</u>	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Javett Smith, Math Teacher/Advisor; Tara Escribano, Math Teacher/Advisor; Renee Hudson, Math Coach WREC
Strategies for Developing Geometry, Spatial Sense, and Two-Dimensional Geometry	6-12 Math	Renee Hudson & or District Offered Trainings	6-12 Math Teachers	Academic Meetings/Common Planning Periods, Early Release and Planning Days <u>Math Department Training</u>	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Javett Smith, Math Teacher/Advisor; Tara Escribano, Math Teacher/Advisor; Renee Hudson, Math Coach WREC

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PLATO Learning Environment (PLE) Training	6-12 Math	Renee Hudson & or District Offered Trainings	School Wide	Academic Meetings/Common Planning Periods, Early Release and Planning Days <u>Math Department Training</u>	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Javett Smith, Math Teacher/Advisor; Tara Escribano, Math Teacher/Advisor; Renee Hudson, Math Coach WREC
State Adopted Text book/ Curriculum & NGSSS/Common Core Standards Training	6-12 Math	Renee Hudson & or District Offered Trainings	6-12 Math Teachers	Academic Meetings/Common Planning Periods, Early Release and Planning Days <u>Math Department Training</u>	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Javett Smith, Math Teacher/Advisor; Tara Escribano, Math Teacher/Advisor; Renee Hudson, Math Coach WREC

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
			Subtotal: 0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal: 0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Enhance teachers' knowledge of methods of instructional delivery in mathematics to enhance basic mathematical, Algebra, and Geometry skills which align with the NGSSS & Common Core Standards.	Attend district training as offered (see above).	SBBC	\$200.00

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				Subtotal: 200.00
Other				
Strategy	Description of Resources	Funding Source	Available Amount	
				Grand Total: \$200.00

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.			1.1 Students have not received sufficient instruction in Science standards outlined in the curriculum to demonstrate learning gains and successfully pass the Biology EOC exam during the 2011-2012 school year.	1.18. Science Instructor receives on-going support and professional development training and time is set aside for fidelity checks and data chats. 1.19. Instructor has a common planning period. 1.20. Science tutor will be recruited from the community to assist students with building a foundation in Science through individual and small group tutoring/remediation, GED preparation, etc. 1.21. Students will utilize PLATO Learning Environment (PLE) to remediate and enrich their Science skills as prescribed by FCAT and Biology EOC data. 1.22. Pull-out and push-in groups to better prepare students for the assessment. 1.23. Teachers will receive training in NGSS and Common Core Standards.	1.1 thru 1.5 Olivia Day, Academic Manager; Jennifer Ethridge, Academic Manager; Lotoya Johnson-Brown, Science Coach WREC; Sherrie Poitier, Guidance Director, Sarah Leace, Science Teacher/Advisor	1.1 On-going data chats and progress monitoring of students' learning gains. 1.2 Supervision and support to ensure that instructors keep up with certification renewal and district mandates are operationalized. 1.3 Daily correspondence with Whiddon Rogers Guidance Staff and review of MIS entries. 1.2-1.5 Monthly supervision meetings, fidelity checks, and data chats. 1.4 Ann Mihaiu and Academic Managers ensure volunteers are scheduled to tutor in the Science classes on a regular basis. The teachers will ensure girls are being tutored on a regular basis. 1.5 Monthly supervision and on-going feedback provided to Academic Managers.	Biology EOC data, ACT, SAT, FCAT, and/or GED practice tests. Progress monitoring, data chats, teacher observation, and Mini Benchmark Assessments. Progress monitoring, data chats, teacher observation, and Mini Benchmark Assessments.
Biology Goal #1: By June of 2013, 20% (4) of the students in grades 9 through 12 will make learning gains in Biology as measured by the Biology EOC Exam/Assessment. <i>*Projection is based on assessing approximately 20 students in 2013 versus 8 in 2012.</i> During the Spring 2012 Biology EOC exam, 13% (1) student demonstrated learning gains by scoring at or above the state mean score of 49.	2012 Current Level of Performance:* 13% (1)	2013 Expected Level of Performance:* 20% (4) <i>*Projection is based on assessing approximately 20 students in 2013 versus 8 in 2012.</i>					

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		<p>1.2 The majority of our students scored below the state average in the Content Area Molecular and Cellular Biology.</p>	<p>1.35 Science Teacher will create lessons that center around building students foundation of Molecular and Cellular Biology.</p> <p>1.36 Science Teacher and tutors will incorporate hands-on and virtual labs which students can participate in during lessons and tutoring sessions.</p> <p>1.37 Science Teacher will integrate PLATO Learning Environment (PLE) into their instruction to remediate and enrich student Science skills as prescribed by FCAT and Biology EOC data in the areas of Molecular and Cellular Biology.</p> <p>1.38 Class schedules are created using students FCAT and Biology EOC data.</p> <p>1.39 Science Instructor receives on-going support and professional development training and time is set aside for fidelity checks and data chats.</p> <p>1.40 Instructors have a common planning period.</p> <p>1.41 All students will be given the opportunity to work with a volunteer/ tutor individually or in small groups on a regular basis during class.</p> <p>1.42 All students are enrolled in Science course(s) that have 18:1 student to teacher ratio or less each class period.</p> <p>1.43 Teachers will receive training in NGSS and Common Core Standards.</p> <p>1.24. Pull-out and push-in groups to better prepare students for the assessment.</p>	<p>1.1 thru 1.5 Olivia Day, Academic Manager; Jennifer Ethridge, Academic Manager; Lotoya Johnson-Brown, Science Coach WREC; Sherrie Poitier, Guidance Director, Sarah Leace, Science Teacher/Advisor</p>	<p>On-going data chats and progress monitoring of students' learning gains.</p> <p>Supervision and support to ensure that instructors keep up with certification renewal and district mandates are operationalized.</p> <p>Daily correspondence with Whiddon Rogers Guidance Staff and review of MIS entries.</p> <p>Monthly supervision meetings, fidelity checks, and data chats.</p> <p>On-going data chats and progress monitoring of students' learning gains and classroom observations.</p> <p>Classroom observation, formal monthly supervision, review of relevant documentation</p> <p>Ann Mihaiu and Academic Managers ensure volunteers are scheduled to tutor in the Science classes on a regular basis. The Instructors will ensure girls are being tutored on a regular basis.</p>	<p>Biology EOC data, ACT, SAT, FCAT, and/or GED practice tests.</p> <p>Progress monitoring, data chats, teacher observation, and Mini Benchmark Assessments.</p>
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	0% (2)	10% (2) <i>*Projection is based on assessing approximately 20 students in 2013 versus 8 in 2012.</i>				
			2.2.	2.2.	2.2.	2.2.
			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
NGSSS and Common Core Standards Training	6-12 All Subjects	District	School-wide	District Calendar	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Sarah Leace, Science Teacher/Advisor; Lotoya Johnson-Brown, Science Coach WREC
Biology EOC and FCAT Training	8-12 Science	District	8-12	District Calendar	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Sarah Leace, Science Teacher/Advisor; Lotoya Johnson-Brown, Science Coach WREC

Science Budget (Insert rows as needed)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Enhance teachers' knowledge of methods in instructional delivery of Science to enhance students' basic Science skills, with a focus in Molecular and Cellular Biology, which align with the NGSSS & Common Core Standards.	Attend district training as offered (see above).	SBBC	\$200.00
			Subtotal: 200.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 200.0
			Total: \$200.00

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: Enter narrative for the goal in this box.	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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Civics Budget (Insert rows as needed)

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

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

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Total:

End of Civics Goals

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

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity							
Please note that each Strategy does not require a professional development or PLC activity.							
PD Content /Topic	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring

U.S. History Budget (Insert rows as needed)

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

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.

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2012-2013 School Improvement Plan Juvenile Justice Education Programs

Guiding Questions to Inform the Problem-Solving Process

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

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

CAREER EDUCATION GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Career Education Goal			1.1 Students have not received sufficient instruction in the Career Course Competencies as outlined in the curriculum to demonstrate learning gains and successfully earn elective and/or vocational credits.	1.1 Teachers will receive training in NGSS and Common Core Standards. 1.2 Continuous monitoring of students using curriculum based assessments. 1.3 Career Instructors are currently working on obtaining HQT status. 1.4 Career Instructors receive on-going support and professional development training and time is set aside for fidelity checks and data chats. 1.5 Instructors have a common planning period.	1.1 thru 1.6 Olivia Day, Academic Manager; Jennifer Ethridge, Academic Manager; Stacey Mednick, Intake CII; Karyn Keil, Transition Services Coordinator; WREC Guidance Director; Career Instructor/Advisor; Amber Lartz, Career Instructor/Counselor I	1.1 On-going data chats and progress monitoring of students' learning gains. 1.2 Supervision and support to ensure that instructors keep up with certification renewal and District mandates are operationalized. 1.3 Daily correspondence with Whiddon Rogers Guidance Staff and review of MIS entries. 1.4 Monthly supervision meetings, fidelity checks, and data chats. 1.5 Monthly supervision and on-going feedback provided to Academic Managers. 1.6 Classroom observation, formal monthly supervision, review of relevant documentation	1.1 Choices Interest Profiler, Virtual Counselor, DWH reports (i.e. indicating number of credits earned by students).
During the 2012-2013 school year, 100% of 8 th graders will complete a PAC-Plan (Personal Academic Career Plan) for successful promotion to the 9 th grade.	2012 Current Level :*	2013 Expected Level :*					
During the 2012-2013 school year 97% (78) of students enrolled in a career class for at least 120 days will earn either .5 of a "Vocational" credit or 1 M/J credit per Broward County's MIS (TERMS).	97% (78)	100% (80)					
During the 2012-2013 school year, 97% (78) of students enrolled will meet with a staff member to take the Choices Interest Profile and review their results within the first 10 days of their enrollment.							
During the 2012-2013 school year 50% (40) students will attend and participate in a field trip to JA Finance Park to connect concepts taught in their career class to real life experiences.							
During the 2011-2012 school year, 95% (76) of 8 th , 9 th , 10 th , and 11 th graders met with a staff member to create and/or update their ePEP.			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

<p>During the 2011-2012 school year 95% (76) of students who were enrolled in a career class for at least 120 days earned either .5 of a "Vocational" credit or 1 M/J credit per Broward County's MIS (TERMS).</p> <p>During the 2011-2012 school year, 95% (76) of students enrolled met with a staff member to take the Choices Interest Profile and review their results within the first 10 days of their enrollment.</p> <p>During the 2011-2012 school year 23% (18) students attended and participated in a field trip to JA Finance Park to connect concepts taught in their career class to real life experiences.</p>						
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Career Education Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional 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
CHOICES and PAC-Plan (Virtual Counselor) trainings	6-12 Career Development	District Offered Trainings	6-12 Career Development Teachers	Academic Meetings/Common Planning Periods, Early Release and Planning Days	Data Chats, Fidelity Checks, CWT, classroom Observations, and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Karyn Keil, Transition Services Coordinator; Amber Lartz, Career Instructor/Counselor I
NGSS and Common Core Standards Training	6-12 All Subjects	District Offered Trainings	6-12 School-wide	Academic Meetings/Common Planning Periods, Early Release and Planning Days	Data Chats, Fidelity Checks, CWT, classroom Observations, and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Karyn Keil, Transition Services Coordinator; Amber Lartz, Career Instructor/Counselor I

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

May 2012
 Rule 6A-1.099811
 Revised May 25, 2012

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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: 0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal: 0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Enhance teachers' knowledge of methods in instructional delivery as it relates to Career Development in alignment with the NGSSS & Common Core Standards.	Attend district training as offered (see above).	SBBC	\$200.00
			Subtotal: 200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total: \$ 200.00

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

- 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)).

2012-2013 School Improvement Plan Juvenile Justice Education Programs

TRANSITION GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Transition Goal			1.2 Unplanned transitions due to truancy, families relocating, and mental health illness/substance abuse (where youth needs referral to a higher level of care/ outside agency placement, etc).	1.1. Students and families have the opportunity to participate in individualized and group/family counseling/therapy. 1.2. Families are provided referrals and access to resources within the community. 1.3. File truancy when necessary. 1.4. Gender-specific programming which fosters healthy relationship building amongst students, their families, and staff.	1.1- 1.3 Karyn DiYeso, Vocational/ Transition Coordinator; Counselors; Lara Baraoidan, Social Service Manager; Olivia Day and Jennifer Ethridge, Academic Managers; Shelly Servidio, Program Director	1.1. Students' progress is reviewed bi-weekly during Care Review Meetings, Care Team Meetings as needed, and counseling and academic advisory sessions. 1.2. Staff share progress of girls during monthly during supervision sessions and monthly parents/guardian meetings.	1.1. Monthly progress report, ETO transition reports, results from surveys administered to girls and their families at transition, transition rates.
During the 2012-2013 school year 50% (3) of high school seniors graduated from the program with their High School Diploma and 9% (7) of girls enrolled in the program obtained their GED diploma. Of the 10 students who graduated, 60% (6) found employment, --enrolled in Vocational Training School or college, and 60% (6) were awarded scholarships.	<u>2012 Current Level :*</u> 13% (10)	<u>2013 Expected Level :*</u> 25% (20) *This projection is based on anticipated standard high school and GED diploma graduates.					
During the 2011-2012 school year 50% (3) of high school seniors graduated from the program with their High School Diploma and 9% (7) of girls enrolled in the program obtained their GED diploma. Of the 10 students who graduated, 60% (6) found employment, 25% (2) enrolled in Vocational Training School or college, and 60% (6) were awarded scholarships.	<i>Enter narrative for the goal in this box.</i>		1.2 Students lack of professional work experience.	1.2 Students are given the opportunity to attend on/off-site field trips related to careers of interest. 1.3 Professional volunteer experiences are provided to students to participate. 1.4 Students are given the opportunity to participate in mock interviews, resume building and job application workshops to better prepare for entering the workforce.	1.2 thru 1.4 Karyn DiYeso, Vocational/ Transition Coordinator; Counselors; Lara Baraoidan, Social Service Manager; Olivia Day and Jennifer Ethridge, Academic Managers; Shelly Servidio, Program Director	1.2 thru 1.4 Students' progress is reviewed bi-weekly during Care Review Meetings, Care Team Meetings as needed, and counseling and academic advisory sessions. Staff share progress of girls during monthly during supervision sessions and monthly parents/guardian meetings.	1.2.
			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.						
PD Content /Topic	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for

2012-2013 School Improvement Plan Juvenile Justice Education Programs

and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring
College-planning workshops and job fairs; continually work towards building, as well as strengthening existing community partnerships; work to find alternative placements for when students leave PACE; collaboration with job placement	6-12	Varies	Vocational/Transition Staff	Bi-monthly, at minimum and during Early Release and Planning Days	ETO Transition Reports, Care Review meeting notes, monthly supervision notes	Karyn DiYeso, Vocational/Transition Department Supervisor and Vocational/Transition Counselors

Transition Budget (Insert rows as needed)

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

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. Students do not have access to Broward County Buses as a means of transportation to and from school.	1.1. Students who qualify for Free and Reduced Lunch Program are provided with a bus pass that is renewed every thirty days to help increase attendance rate.	1.1. Counselor II, Instructor/Advisors, Academic Managers, Social Service Managers and Program Director.	1.1. Monthly Contract Census Reports from ETO/ Social Solutions Software will be revised on a monthly basis to determine effectiveness and for progress monitoring purposes.	1.1. Monthly Contract Census Report Data, Daily Attendance Detail and Daily Documentation of Classroom Efforts in ETO Social Solutions.
The 2011-2012 average daily attendance rate was 78% .	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	78% (62)	88% (70)					
The 2010-2011 average daily attendance rate was 69%.	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
During 2010-2011 95% of students had 10 or more absences.	73% (58)	63% (50)					
During 2010-2011 90% of students had 10 or more tardies.	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	46% (37)	36% (29)					
			1.2. The majority of students who were enrolled in the program during the 2010-2011 school year report	1.2. PACE Counselor II Staff contact parent/guardians daily via telephone by 9:30 a.m.to inquire as to why student	1.2 and 1.3 Counselor II, Instructor/Advisors, Academic	1.2. Monthly Contract Census Reports from ETO/ Social Solutions Software will be revised on a monthly basis to determine	1.2.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		having a lack of family support in terms of encouraging girl to attend school on time and daily.	has not yet arrived at school. 1.3. Parent and Girl are required to participate in Monthly Conferences where student attendance rate and progress are reviewed. When deemed necessary as a form of intervention, girl is placed on Self Improvement Plan in order to identify concrete goals and objectives towards improving her attendance rate.	Managers, Social Service Managers and Program Director.	effectiveness and for progress monitoring purposes.	
		1.3. Girls report and demonstrate a lack of motivation to attend school on a regular basis especially during the summer time.	1.3. Program recognizes girls who show improved attendance as well as girls who maintain an 80% attendance rate or above with special rewards, field trips, and other various incentives and rewards. 1.4 Girls meet with their counselor on a bi-weekly basis at minimum to discuss any barriers and possible solutions to increasing and maintaining an 80% attendance rate. 1.5 To help increase student motivation to attend school, staff routinely plan program-wide events such as guest speakers, field trips, etc.	1.3. thru 1.6 Counselor II, Instructor/Advisors, Academic Managers, Social Service Managers and Program Director.	1.3. Monthly Contract Census Reports from ETO/ Social Solutions Software will be revised on a monthly basis to determine effectiveness and for progress monitoring purposes.	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
Increase staff awareness of surrounding barriers to students achieving proficient attendance and strategies to help girls and families overcome identified barriers.	6-12 All Subjects	TBD Professional Development offered by PACE Inc, School District of Broward County, and Children Services Council of Broward	School-wide	Planning Days and Early Release Days	Monthly Contract Census Reports from ETO/ Social Solutions Software to determine effectiveness and for progress monitoring purposes.	Olivia Day, Academic Manager & Jennifer Ethridge, Academic Manager

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		County.			
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Attendance Budget (Insert rows as needed)

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

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

Strategy	Description of Resources	Funding Source	Available Amount

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Available Amount

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Increase staff awareness of surrounding barriers to students achieving proficient attendance and strategies to helping girls and families overcome identified barriers.	Professional Development offered by PACE Inc, School District of Broward County, and Children Services Council of Broward County.	Department of Juvenile justice Private donations Grant funding to be secured	

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Available Amount

Grand Total: TBD

End of Attendance Goals

Final Budget (Insert rows as needed)

Please provide the total budget from each section.

Reading Budget	Total: 200.00
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

Mathematics Budget	Total: 200.00
Science Budget	Total: 200.00
Civics Budget	Total: 0.00
U.S. History Budget	Total: 0.00
Career Budget	Total: 200.00
Transition Budget	Total: TBD
Attendance Budget	Total: TBD
Grand Total: approx. \$800.00	

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes

No

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

Describe projected use of SAC funds.	Amount
Awaiting Projections from WREC for 2012-2013 SY	TBD

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

Whiddon-Rogers Education Center SAC will utilize the FCIM to monitor the implementation of the school-wide curriculum for the main campus and off-campus DJJ programs, including PACE Center for Girls Broward. The council will convene monthly to hear subcommittee reports and make decisions regarding curriculum needs and will also address tutorial programs, parent involvement, RtI, and DJJ.