

# **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: Duval Halfway House

Principal: Viveca Brown

SAC Chair: N/A

District Name: Duval County

Superintendent: Ed Pratt-Dannals

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.

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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	Viveca Brown	Educational Leadership (all levels), Elementary Education (grades K-6, Speech (grades 6-12)	3 years	4 years	
Assistant Principal	Nkoyo Ross	Educational Leadership (all levels); Educational Media (K-12)	1 year	1 year	N/A New Administrator

## **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.
N/A					

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**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.
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. Work with Human Resources Department to find quality applicants from colleges and informational fairs.	Principal, Assistant Principals	This process is ongoing	
2. Provide professional development, planning time, and Professional Learning Communities.	Administrators	This process is ongoing	

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3. Quarterly meetings with PDF	Professional Development	This process is ongoing
4. Provide training, modeling and instruction design for classroom teachers surrounding the district's standards based implementation design. Serve as mentor to all teachers, observe and provide feedback to ensure quality classroom instruction	Principal Assistant Principals Leadership Team	This process is ongoing and is differentiated depending on the individual and their needs

### ***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

James Edelen

Professional Learning Communities

Telisha Pressley

Math 6-12 Certification

### ***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)).

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Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
2	0%	50% (1)	50% (1)	0%	50% (1)	0%	0%	0%	0%

**Teacher Mentoring Program**

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

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

**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.

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Teachers who work in grades 6 -12 incorporate reading strategies into the content areas of science, social studies, and math using text books and leveled non-fiction books to make cross-curricular connections. These materials support the use of "before, during, and after" reading strategies, which result in a deeper understanding of the content. Teacher's model read aloud/think aloud strategies to increase comprehension. Assigned independent reading time provide students with the opportunity to practice these reading strategies. Teachers also utilize effective strategies for fiction and non-fiction texts including the seven key strategies identified by Harvey and Goudvis in *Strategies That Work* - making connections, questioning, visualizing, inferring/predicting, determining importance in text, and synthesizing. Furthermore, *Teach like a Champion* techniques are incorporated into staff development to improve teacher's questioning techniques and instructional practices. The FAIR and FCAT data is also used to identify the needs of the students in the area of reading comprehension. Reading strategies are embedded in teachers' lesson plans.

### ***\*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?

Juvenile Justice Programs incorporates real world examples and hands on experiences in lesson planning. For example, a lesson designed for math, science, history, and career maybe on the digital age (how has technology evolved over the years, where it will be 5 years from now). . Lesson plans are also developed to incorporate real world activities (how to complete a job application, write a resume, or letter with grammatical accuracy. Every class/ curriculum will address critical thinking skills which are required in everyday life.

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

Students receive differentiated instruction in the core subjects as well as vocational training to help prepare them for the workforce. For example, in the print shop, students learn how to design and make flyers to advertise whatever business venture they are interested in pursuing. Students will be enrolled in courses that meet high school graduation requirements and include Next Generation Sunshine State Standards and Common Core Standards. Teachers will review each student's Academic Improvement plan (AIP) and/or Individual Education Plan (IEP) (which addresses academic goals as well as vocational goals) and utilize them as working documents to make the classes more

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Revised May 25, 2012

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relevant to the students and to meet the needs of the students.

### *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.

Juvenile Justice Schools is focused on understanding, defining and clarifying post-school dreams, and visions. Teachers are encouraged to have discussions on what courses or plan of study students are interested in. Students are also encouraged to speak with a guidance counselor and transition specialist regarding their post secondary plans, employment and Independent living/Community Participation.

Alternative forms of educational programming, such as structured opportunities to prepare for general equivalency diplomas (GED), recover high school credit, or work toward college requirements, are all viable paths for students. Students are encouraged take the ACT or SAT. Additional strategies for improving post secondary readiness include scheduling of students in appropriate courses based on specific needs (i.e scheduling remedial courses for FCAT and other subjects for learning gains). Moreover, students are in classes with lower student-to-teacher ratios than what they are accustomed to in public school, which provides for more individualized instructional opportunities

## **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)).

<b>READING GOALS</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

2012-2013 School Improvement Plan Juvenile Justice Education Programs

**1. Percentage of students making learning gains—  
in reading.**

1.1. Students leaving the program within 4 – 6 months.

- 1.1
- Reading will be infused in all content areas.
  - Integration and differentiation of the rubrics into instruction
  - Safety nets for students reading below grade level.

1.1. Assistant Principal

1.1. Administrator will ensure integration through classroom walkthroughs.

- 1.1.
- Lesson Plans
  - Student Performance

—  
Reading Goal #1:

—  
Common Assessment Data not available.

**The Juvenile Justice Programs have very few students reading on their grade level equivalent.**

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	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>			
<b>25 percent of students tested will score a level 3 or higher on FCAT Reading.</b>	16.67 % (1)	25 % (2)			
	FCAT Data	FCAT Data			
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>			
	1.2 Teachers including higher order questioning	1.2. Include higher order questioning techniques.	1.2. Assistant Principal	1.2. Administrator will ensure integration through classroom walkthroughs.	1.2. Focus walks “Look For’s” to determine the frequency of
		Use differentiated instructional strategies to develop literacy across all content areas		Review of lesson plans.	Higher Order Questions

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1.3 Achieve 3000 not used with fidelity and rigor.	1.3 Utilize Achieve 3000 to adequately differentiate instruction for all learners.	1.3. Assistant Principal	1.3. Monitor usage logs on website	1.3.Lesson Plans, Student Performance, Data from Achieve 3000	1.3.
			Quarterly review of current lexile levels and adjustment if needed.		

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target

2011-2012

2012-2013

2013-2014

2014-2015

2015-2016

2016-2017

**2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.**

Reading Goal #2:

*Enter narrative for the goal in this box.*

## 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
Differentiated Instruction	ALL	Principal Assistant Principals	Reading Teachers  School Wide	October 2012–May 2013	Lesson Plans, Administration visitation logs	Assistant Principal
Technology Integration		District Staff		Early Release Day training	Lesson Plans, Administration visitation logs	Assistant Principal

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Reading Teachers

Reading Journals	ALL	Reading Teacher	October 2012-May 2013	Lesson Plans, Administration visitation logs	Assistant Principal
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**Reading Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials. Evidence-based Program(s)/ Materials(s)

Strategy:	Description of Resources:	Funding Source	Available Amount
Provide Teachers with strategies for dealing with disengaged learners.	Professional Development Text	Title 1 Funds	0

**Subtotal:**

Technology Strategy: Enhance technology capabilities	Description of Resources: Purchase of Smart Boards, Document Cameras, Projectors, etc.	Funding Source	Available Amount
		Title 1 Funds	0

**Subtotal:**

Professional Development

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

Strategy: Professional Learning Communities focus on Researched-based Reading Strategies	Description of Resources: Professional Development Training during common planning and early release days	Funding Source: Title 1 Funds	Available Amount 0
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**Subtotal:**

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

### *End of Reading Goals*

### **Mathematics Goals**

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

### **Guiding Questions to Inform the Problem-Solving Process**

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

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?

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

**MATHEMATICS  
GOALS**

**Problem-  
Solving  
Process to  
Increase  
Student  
Achievement**

Common  
Assessment Data  
not available.  
Baseline Year.

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. Percentage of students making learning gains in mathematics. 39% (28 students total) BASI**

1.1. Students leaving the program within 4 – 6 months

1.1. Agile Mind Math Curriculum implemented.

1.1. Assistant Principal

1.1. Teachers will review data from Agile Mind Curriculum and Compass Odyssey Learning to determine student improvement

1.1. Compass Odyssey Learning and Agile Mind Curriculum assessments

Mathematics Goal #1:

**The Juvenile Justice Programs have very few students on their grade level equivalent in mathematics.**

Students will use Compass Odyssey.

Use of FCIM to identify students that need intervention and enrichment.

Ten percent of students tested will score a level 3 or higher

2012 Current Level of Performance:\*

2013 Expected Level of Performance:\*

0 % (2)

10 %

**FCAT Data**  
*Enter numerical data for current level of performance in this box.*

**FCAT Data**  
*Enter numerical data for expected level of performance in this box.*

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1.2 Refinement of math workshop model to meet the needs of all students	1.2. Implement a 90 minutes math skills block using district adopted Math textbooks and resources.	1.2. Principal, Assistant Principals, Classroom Teachers	1.2. Focused walkthroughs by administration will document that teachers are implementing the curriculum and program with fidelity and rigor.	1.2. Administration visitation logs and teacher lesson plans	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target

**2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.**

2011-2012

2012-2013

2013-2014

2014-2015

2015-2016

2016-2017

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

### Mathematics Goal #2:

*Enter narrative for the goal  
in this box.*

### 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

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<p><b>1. Students scoring at Achievement Level 3 in Algebra.</b></p>	<p>1.1 Students leaving the program within 4-6 months;  Insufficient resources and time for remediation</p>	<p>1.1. Ensure all students understand the symbols and concepts of algebra.  Use real world applications to activate and boost algebraic thinking.  Additional after school tutoring options from DJJ facility/ mentors.</p>	<p>1.1. Assistant Principal, Algebra 1 Teacher.</p>	<p>1.1. Focused walkthroughs by administration will document that teachers are implementing the curriculum and program with fidelity and rigor</p>	<p>1.1. Lesson Plans  Student Performance.</p>
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Algebra Goal #1:

2012 Current Level of Performance:\*

2013 Expected Level of Performance:\*

Ten percent of students tested will pass the Algebra 1 EOC

0 % (1)

—

10%

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

1.2.	1.2.	1.2.	1.2.	1.2.
1.3.	1.3.	1.3.	1.3.	1.3.

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</b>	2.1.	2.1.	2.1.	2.1.	2.1.

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Algebra Goal #2:

2012 Current Level of Performance:\*

2013 Expected Level of Performance:\*

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

2.2.	2.2.	2.2.	2.2.	2.2.
2.3	2.3	2.3	2.3	2.3

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target

**2011-2012**

**2012-2013**

**2013-2014**

**2014-2015**

**2015-2016**

**2016-2017**

**3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.**

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

### Algebra Goal #3:

*Enter narrative for the goal  
in this box.*

### *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**

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

Anticipated Barrier

Strategy

Person or Position Responsible for Monitoring

Process Used to Determine Effectiveness of Strategy

Evaluation Tool



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

### 1. Students scoring at Achievement Level 3 in Geometry.

1.1.

Students leaving the program within 4 – 6 months and lack of student motivation.

1.1.

Ensure all students understand the symbols and concepts of Geometry. Have students illustrate concepts using drawings, graphs, and models

1.1.

Assistant Principal, Geometry Teacher.

1.1.

Focused walkthroughs by administration will document that teachers are implementing the curriculum and program with fidelity and rigor

1.1.

- Lesson Plans
- Students' performance.

Use real world applications to make connections to learning

Additional after school tutoring options from DJJ facility/mentors

Have students work in small groups or in student pairs to help struggling students.

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Geometry Goal #1:                      2012 Current Level of Performance:\*                      2013 Expected Level of Performance:\*

At least 51 percent of the students tested will pass the Geometry EOC.

—  
50 % (1)

—  
51%

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

1.2.

1.2.

1.2.

1.2.

1.2.

1.3.

1.3.

1.3.

1.3.

1.3.

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

Anticipated Barrier

Strategy

Person or Position Responsible for Monitoring

Process Used to Determine Effectiveness of Strategy

Evaluation Tool

2012-2013 School Improvement Plan Juvenile Justice Education Programs

**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:\*

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

2.2. 2.2. 2.2. 2.2. 2.2.

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

2.3

2.3

2.3

2.3

2.3

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target

2011-2012

2012-2013

2013-2014

2014-2015

2015-2016

2016-2017

**3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.**

**Baseline data 2010-2011**

Geometry Goal #3:

*Enter narrative for the goal in this box.*

## Mathematics Professional Development Professional Development

May 2012  
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**(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 District	PD Participants (e.g. , PLC, subject, grade level, or school-wide) Grade Levels	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring  District Personnel, Principal, Assistant Principals
Middle/High School PLC	ALL			Weekly	Classroom Observations, Completion of Assignments	

*End of Geometry EOC Goals*

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**Mathematics Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials. Evidence-based Program(s)/ Materials(s) Strategy

Description of Resources

Funding Source

Available Amount

Create common assessments to identify student content area needs.

Lead Teachers and Department Chairs

N/A

0

**Subtotal:**

Technology

Strategy

Description of Resources

Funding Source

Available Amount

Enhance technology capabilities

Purchase of Smart Boards, Document

Title 1 Funds

Insufficient resources for remediation

GIZMOs, Destination Success, Compass

District

N/A

**Subtotal:**

Professional Development

Strategy

Description of Resources

Funding Source

Available Amount

Provide Teachers with strategies for dealing with disengaged learners.

Professional Development text

Title 1 Funds

0

**Subtotal:**

Other

Strategy

Description of Resources

Funding Source

Available Amount

**Grand Total:**

*End of Mathematics Goals*

**Biology End-of-Course (EOC) Goals**

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

**Biology EOC  
Goals**

**Problem-  
Solving Process  
to Increase  
Student  
Achievement**

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

Anticipated Barrier

Strategy

Person or  
Position  
Responsible  
for  
Monitoring

Process Used  
to Determine  
Effectiveness of  
Strategy

Evaluation Tool

2012-2013 School Improvement Plan Juvenile Justice Education Programs

**1. Students scoring at Achievement Level 3 in Biology.**

Students leaving the program within 4-6 months; lack of motivation, and not fully implementing the 5E model of instruction in Science

1.1. Review “Big Ideas” for Science instruction and use common assessments identified by the team

1.1. Principal, Assistant Principal

1.1. Informal/formal observation of lesson plans with primary focus on alignment to the standards.

- 1.1.
- Lesson Plan
  - Students’ Performance

Use real world applications to boost students’ interest

Observations

Professional development courses for science teacher

2012 Current Level of Performance:\*

2013 Expected Level of Performance:\*

Biology Goal #1:

10 percent of the students tested will pass the Biology EOC.

—

0 % (1)

10 % (1)

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

1.2.

1.2.

1.2.

1.2.



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

	1.3.	1.3.	1.3.	1.3.	1.3.	
		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
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:						
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</b>	2.1.	2.1.	2.1.	2.1.	2.1.	

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

Biology Goal #2:

2012 Current Level of Performance:\*

2013 Expected Level of Performance:\*

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

2.2.	2.2.	2.2.	2.2.	2.2.
2.3	2.3	2.3	2.3	2.3

## Science Professional Development

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

Please note that each Strategy does not

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

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

require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
New Science Pacing Guide and Transition to Big Idea Standards	ALL	PLC Leader Assistant Principal, District	(e.g. , PLC, subject, grade level, or school-wide)  Science Teachers	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)  Early Release, Teacher Resource Training	Classroom Observations	Assistant Principal

### Science Budget (Insert rows as needed)

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

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

Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Technology Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Professional Development Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Other

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

**Total:**

*End of Science Goals*

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

**Civics EOC Goals**

**Problem-Solving Process to Increase Student Achievement**

N/A

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:  
**1. Students scoring at Achievement Level 3 in Civics.**

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.1.	1.1.	1.1.	1.1.	1.1.

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

Civics Goal #1:

2012 Current Level  
of Performance:\*

2013 Expected  
Level of  
Performance:\*

*Enter narrative for the goal  
in this box.*

*Enter numerical data  
for current level of  
performance in this  
box.*

*Enter numerical  
data for  
expected level of  
performance in  
this box.*

1.2.

1.2.

1.2.

1.2.

1.2.

1.3.

1.3.

1.3.

1.3.

1.3.

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

Anticipated Barrier

Strategy

Person or  
Position  
Responsible for  
Monitoring

Process Used  
to Determine  
Effectiveness of

Strategy

Evaluation Tool

2012-2013 School Improvement Plan Juvenile Justice Education Programs

**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:

2012 Current Level  
of Performance:\*

2013 Expected  
Level of  
Performance:\*

*Enter narrative for the goal  
in this box.*

*Enter numerical data  
for current level of  
performance in this  
box.*

*Enter numerical  
data for  
expected level of  
performance in  
this box.*

2012-2013 School Improvement Plan Juvenile Justice Education Programs

2.2.	2.2.	2.2.	2.2.	2.2.
2.3	2.3	2.3	2.3	2.3

**Civics Professional Development**

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

**Civics Budget** (Insert rows as needed) N/A

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
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**Subtotal:**

Technology Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Professional Development Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Other Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

**Total:**

*End of Civics Goals*

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

\* 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**

N/A

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

Evaluation Tool

Strategy

2012-2013 School Improvement Plan Juvenile Justice Education Programs

**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:**

2012 Current Level of Performance:\*

2013 Expected Level of Performance:\*

*Enter narrative for the goal in this box.*

N/A

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

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

	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>	2.1.	2.1.	2.1.	2.1.	2.1.

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

Civics Goal #2:

2012 Current Level of Performance:\*

2013 Expected Level of Performance:\*

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

2.2.	2.2.	2.2.	2.2.	2.2.
2.3	2.3	2.3	2.3	2.3

## U.S. History Professional Development

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

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

Please note that each Strategy does not require a professional development or PLC activity.

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

Include only school-based funded activities/materials and exclude district funded activities /materials.  
Evidence-based Program(s)/  
Materials(s)

Strategy	Description of Resources	Funding Source	Amount
	<b>Subtotal:</b>		
Technology Strategy	Description of Resources	Funding Source	Amount
	<b>Subtotal:</b>		
Professional Development Strategy	Description of Resources	Funding Source	Amount
	<b>Subtotal:</b>		

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

Other Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of U.S. History Goals*

### **Career Education Goals**

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

### **Guiding Questions to Inform the Problem-Solving Process**

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

What career type does the program offer?

How does the program provide career exploration for all students?

What hands-on technical training does the program provide (type 3 programs)?

For type 3 programs what industry certifications are offered?

How many students earned industry certifications?

Is the program a Career and Professional Education (CAPE) Academy?

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

<b>CAREER EDUCATION GOAL(S)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of  Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement.	Anticipated Barrier				



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

**1. Career Education**  
**Goal: Baseline Year.**  
**No available data.**

To integrate and apply 21<sup>st</sup> century skills, technical knowledge and skills to ensure students pass the NCCER tests and performance profiles at 75% or better.

1.1.

- Number of modules needed to complete the program.
- Students leaving the program within 4 – 6 months.
- Learning curve for new program

1.1.

- Select students for the program within 45 days of enrollment
- Program continuity at other DJJ facilities

1.1.

Assistant Principal, Classroom teacher, Site Superintendent

1.1.

Administrator will ensure integration through classroom walkthroughs.

1.1.

- Number of students successfully completing the course.
- Number of students integrated into the workforce.

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

2012 Current Level :\*

2013 Expected Level

*Enter narrative for the goal in this box.*

Baseline Year

*Enter numerical data for current goal in this box.*

*Enter numerical data for expected goal in this box.*

1.2 Students level of interest in the course offering/Registration fee might be a deterrent.

1.2.

- Target technically inclined students
- Provide scholarships to offset registration fee.

1.2.

Assistant Principal, Classroom teacher, Site Superintendent

1.2.

Administrator will ensure integration through classroom walkthroughs.

1.2.

- Number of students successfully completing the course.
- Number of students integrated into the workforce.

1.2.

1.3.

1.3.

1.3.

1.3.

1.3.

## Career Education Professional Development

### Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader Technical Educator	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
Developing industry-driven standardized craft training programs and knowledge of NCCER Modules.	ALL	PLC Leader Technical Educator	Technical Educator	October 2012-May 2013	Lesson Plans,  Administration visitation logs	Assistant Principal

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

Include only school-based funded activities/materials and exclude district funded activities /materials. Evidence-based Program(s)/ Materials(s)

N/A

Strategy	Description of Resources	Funding Source	Available Amount
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**Subtotal:**

Technology Strategy	Description of Resources	Funding Source	Available Amount
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**Subtotal:**

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

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

*End of Career Education Goal(s)*

**Transition Goal(s)**

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

**Guiding Questions to Inform the Problem-Solving Process**

How does the program deal with transition planning (entry and exit transition)?

How many students successfully transition (e.g., return to school, find employment)?

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

<b>TRANSITION GOAL(S)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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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
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

### 1. Transition Goal

1.1.

1.1

1.1.

1.1.

1.1.

*Enter narrative for the goal in this box.*

The transition goal is to facilitate a smooth transition of students back to their home schools or the work environment by collaboratively working with parents, schools, and outside agencies.

Delayed contact and parent participation

Over-aged students

Gas mileage to continue follow ups

Record retrieval

Student awareness of DJJ

Arrange meetings with parents to start the transition process to students' home schools.

Fax records

Make phone calls to parents and others.

Transition specialist to monitor and submit monitoring logs and monthly student rosters to principal

- Early Planning.
- Attend transition and exit meetings at assigned sites.

Monthly

Reports

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

	<u>2012 Current Level .*</u>	<u>2013 Expected Level .*</u>				
5 percent of students tested will obtain their GED/HS Diploma.	— 2.17% (1)	— 4.35% (2)				
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>				
	<ul style="list-style-type: none"> <li>● Completion rates for students</li> </ul>	1.2. Establish partnerships with local businesses to motivate transitioning students	1.2 Transition specialist to monitor and submit monitoring logs and monthly student rosters to principal	<ul style="list-style-type: none"> <li>● 1.2. Early Planning.</li> <li>● Attend transition and exit meetings at assigned sites.</li> <li>● Recognition of students who are success stories</li> </ul>	1.2. Monthly Reports	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

## Transition Professional Development

### Professional Development (PD) aligned with Strategies

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

**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
Graduation Initiative Training	High School	District Staff	Transition Specialist	Early Release	Submission of Monitoring Logs	Principal
Ready to Work Assessment Training	High School	Transition Specialist, Classroom Teacher	Transition Specialist, Classroom Teacher, Assistant Principal	Ongoing based on DOE training schedule	Monitoring Logs, DOE	Assistant Principal

**Transition 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	Available Amount
Assist Transition Specialist with finding additional resources and placements for over-age students	Trainings and district workshops.	None	0

*Enter narrative for the*

**Subtotal:**

Technology Strategy	Description of Resources	Funding Source	Available Amount
Enhance technology capabilities	Purchase of smart boards, document cameras, overhead projectors	Title 1 Funds	0

**Subtotal:**

Professional Development Strategy	Description of Resources	Funding Source	Available Amount
Attend Trainings and school visits	Professional Development and Early Release Day Training.	None	0

**Subtotal:**

Other Strategy	Description of Resources	Funding Source	Available Amount

**Grand Total:**

*End of Transition Goal(s)*

**Attendance Goal(s) (For Day Treatment Programs Only)**

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

N/A

**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)).

<b>ATTENDANCE GOAL(S)</b>	<b>Problem- solving Process to Increase Attendanc e</b>
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><b>1. Attendance Goal # 1</b>  <i>Enter narrative for the goal in this box.</i></p>	1.1.	1.1.	1.1.	1.1.	1.1.
	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>			
	<p><i>Enter numerical data for current attendance rate in this box.</i></p>	<p><i>Enter numerical data for expected attendance rate in this box.</i></p>			
	<p><u>2012 Current Number of Students with Excessive Absences</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences</u></p>			
	<p><u>(10 or more)</u></p>	<p><u>(10 or more)</u></p>			
	<p><i>Enter numerical data for current number of absences in this box</i></p>	<p><i>Enter numerical data for expected number of absences in this box.</i></p>			
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies</u></p>			
	<p><i>Enter numerical data for current number of students tardy in this box.</i></p>	<p><i>Enter numerical data for expected number of students tardy in this box.</i></p>			
		1.2.	1.2.	1.2.	1.2.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1.3. 1.3. 1.3. 1.3. 1.3.

**Attendance Professional Development**

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

**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
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**Subtotal:**

Technology Strategy	Description of Resources	Funding Source	Available Amount
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**Subtotal:**

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

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

*End of Attendance Goals*

2012-2013 School Improvement Plan Juvenile Justice Education Programs

**Final Budget** (Insert rows as needed)

Please provide the total budget from each section.

**Reading Budget**

**Total: 0**

**Mathematics Budget**

**Total: 0**

**Science Budget**

**Total: 0**

**Civics Budget**

**Total: 0**

**U.S. History Budget**

**Total: 0**

**Career Budget**

**Total: 0**

**Transition Budget**

**Total: 0**

**Attendance Budget**

**Total: 0**

**Grand Total: 0**

**School Advisory Council**

*School Advisory Council (SAC) Membership Compliance*

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

Yes

No

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

*There is a Duval Juvenile Residential Facility Advisory Board established that is comprised of Assistant Principal, Assistant Superintendent, business and community citizens.*

Describe projected use of SAC funds.

Amount

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

Volunteer scholarship Banquet, Mentoring Initiatives, Duval House New Beginning Scholarship, Adopt a Family, and Big Brother Program.