# **Florida Department of Education**



# School Improvement Plan (SIP)

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

2012-2013

# 2012 – 2013 SCHOOL IMPROVEMENT PLAN

# **PART I: SCHOOL INFORMATION**

School Name: St. Lucie Regional Juvenile Detention Center	District Name: St. Lucie
Principal: Ellen Harden	Superintendent: Michael Lannon
SAC Chair: Dedilia Finlayson	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	Ellen Harden	<ul> <li>M.Ed. – Educational Leadership</li> <li>BS – Chemistry Education</li> <li>School Principal Certification (All Levels)</li> <li>Chemistry (6-12)</li> </ul>	2	7	No School Grades – School Rating 2011 Declining AYP Record: 04-05 No, 80% 05-06 No, 74% 06-07 No, 74% 07-08 No, 79% 08-09 No, 92% 09-10 No, 72% 10-11 No, 67%
TSA	Willie Mae Clark	<ul> <li>Ed.S. – Instructional Leadership</li> <li>M.Ed. – Educational Leadership</li> <li>BS – Business Education</li> <li>Educational Leadership (All Levels)</li> <li>Middle Grade Mathematics (Grades 5-9)</li> <li>Business Education (Grades 6-12)</li> </ul>	4	9	<ul> <li>SLRJDC is not measured for AYP. Florida Department of Juvenile Justice programs do not receive School Grades or School Improvement ratings from Florida Department of Education</li> <li>2009-2010 Quality Assurance Review (QA) Ratings: Passed 18 or 21 Benchmarks</li> <li>Educational Standard 1: Entry Transition – Passed 7 of 8</li> <li>Educational Standard 2: Service Delivery – Passed 7 of 7</li> <li>Educational Standard 3: Exit Transition – Passed 2 of 3</li> <li>Educational Standard 4: Contract Management – Passed 2 of 3</li> </ul>

## **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	Name	Degree(s)/	Number of Years at	Number of Years as an	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress
Area		Certification(s)	Current School	un	along with the associated school year.
				Instructional Coach	
Reading	Jacqueline Steele	• BS English (6-12)	2	8	• 2003-2004: Lowest Q25%: 61% Proficiency on FCAT (Fort
					Pierce Westwood High School
		• ESOL (Endorsement)			
					• 2004-2005: Letter grade improved from a D to C (Fort
		• English (Grades 6-12)			Pierce Westwood High School)
		• Reading			• 2007-2008: Letter grade improved from a D to a C (Treasure
		(Endorsement)			Coast High School)
					• 2009-2010: Letter grade improved from a C to a B (Treasure
					Coast High School)

## **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	Name	Degree(s)/	Number of Years at	Number of Years as an	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress
May 2012 Rule 6A-1.09 Revised May					4

Area		Certification(s)	Current School		
				Instructional	along with the associated school year.
				Teacher	
ESE	Michele Hinder	• M.Ed.	3	15	
		• Varying Exceptionalities K-12			
		• Mentally Handicapped K-12			
		<ul> <li>PreK/Primary General Education Age 3-3<sup>rd</sup> Grade</li> </ul>			
		• Autism K-12			
		<ul> <li>Nat'l Board: Exceptional Needs Specialist Pre-K thru Young Adult</li> </ul>			
		Reading Endorsement			
Science	Joelie Marcial	BS Biology	3	6	
		• Biology (Grades 6-12)			
		• Middle Grade General Science (5-9)			

Math	Troy Shearer	<ul> <li>BS Middle Grades Mathematics</li> <li>MA in Math Curriculum</li> <li>Middle Grades Math (Grades 5-9)</li> <li>Mathematics (Grades 6-12)</li> </ul>	2	2	
Social Studies	Samuel S. Williams	<ul> <li>BA Sociology</li> <li>Social Science (Grades 5-9)</li> </ul>	2	3	
Guidance & Counseling	Julia Forbus	<ul> <li>Guidance &amp; Counseling (PreK-12)</li> <li>Occupational</li> </ul>	2	27	
		Specialist			

# **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.

De	scription of Strategy	Person Responsible	Projected Completion Date	Not Applicable
				(If not, please explain why)
1.	Actively recruit in critical shortages areas to include ESE, Math,	Principal, Assistant Principal,	On-going to 06/30/13	
	Reading Endorsement and ESOL Endorsement	TSA, School personnel		
2.	Actively recruit highly qualified candidates	Principal, Assistant Principal,	On-going to 06/30/13	
		TSA, School personnel		
3.	Professionally supporting para-professional staff seeking	Principal, Assistant Principal,	On-going to 06/30/13	
	teaching degrees	TSA, School personnel		

4	Posting positions on the district website	Principal, Assistant Principal	On-going to 06/30/13
ł	Planning time for teachers and for teacher collaboration	Principal, Assistant Principal, TSA	On-going to 06/30/13
(	Professional development provided	Principal, Assistant Principal, TSA	On-going to 06/30/13
		Principal, Assistant Principal, TSA, Title I Department	On-going to 06/30/13

#### 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

#### 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)).

То	%	%	%	%	%	%	%	%	%
tal	of	of	of	of	of	Hi	Re	Na	
Nu	Fir	Те	Те	Те	Те	gh	ad	tio	ES
m	st-	ach	ach	ach	ach	ly	ing	nal	OL
ber	Ye	ers	ers	ers	ers	Eff	En	Bo	End
of	ar	with	with	with	wi	ect	dor	ard	orse
In	Те	1-5	6-	15+	th	ive	sed	Ce	d
str	ach	Yea	14	Yea	Ad	Te	Те	rtif	u
uc	ers	rs of	Yea	rs of	van	ac	ach	ied	Теа
tio		Exp	rs of	Exp	ced	her	ers	Те	cher
nal		erie	Exp	erie	De	s		ac	s
Sta		nce	erie	nce	gre			her	5
ff			nce		es			S	
6	0%	33.	16.	50	33.	10	33.	16.	16.
	[0]	3%	7%	%	3%	0%	3%	7%	7%
		[2]	[1]	[3]	[2]	[6]	[2]	[1]	[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
Jacqueline Steele	All teachers at SLRJDC	Literacy/ Reading Coach	Modeling, Obser vation, Consulting, Providing constructiv e feedback

Michele	All teachers	ESE	Modeling,
Hinder	at SLRJDC	Specialist	Obser
			vation,
			Consulting,
			Providing
			constructiv
			e feedback

\*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.

All students within our program are provided direct instruction. Reading strategies are embedded in the curriculum as indicated in the teacher lesson plans. Additionally, non-

ESE student receive and Individual Academic Plan which addressed reading deficiencies and reading strategies. Various pre-reading, reading, and post reading strategies will be utilized during small group instruction. The Literacy Coach will collaborate with the teaching staff to ensure that all teachers are equipped to provide quality reading instruction

#### \*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?

Although teacher directed instruction is used to provide instruction, students are also afforded the use of computer-aided instruction via e2020. Students demonstrate mastery through teacher-made assessment tools and performance in e2020.

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?

Currently, all student will complete CHOICES via the computer through their Social Studies classes, the local state college will be invited to discuss the Career Pathways offered by the college, and Workforce Solutions will be invited to discuss opportunities provided by their programs.

#### **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.

Most of the students come to us over age for grade and deficient in high school credits, often due to truancy and delinquency problems. Our program will continue to focus on raising student achievement to allow for successful re-entry of our students into the community, school, and/or the workforce. It is our belief that quality instructions will lead to quality student achievement.

Our goals for academic success center around, improving FCAT scores, increasing mathematics and reading levels as evidenced by assessments on the FAIR and EOCs; raising the number of standard diploma and GED graduates. To succeed in these endeavors we will train our teachers in research based strategies that incorporate technology and provide training that specifically targets increasing success for at-risk students. In order to accomplish this, we have upgrades our technology applications and our hardware; provide staff development for using technology and computer-aided educational software (e2020) and best practices to help at-risk learners. Individual success will be measured by FCAT results, increased lexile on FAIR, successful completion of the academic programs, progress on IAPs, earned high school diplomas and/or GED. The additional of a professional staff DJJ Transition Specialist is a key resource to further develop the collaboration and partnership needed to see our students successfully transition to their communities, schools, and the workforce.

# PART II: EXPECTED IMPROVEMENTS

## **Reading Goals**

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

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

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

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

	Problem- Solving Process to Increase Student Achieveme nt					
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 Imp	1	÷					
1. Percentage of students	1.1.	1.1.	1.1.	1.1.	1.1.		
making learning gains- in							
reading.	Students enter		Teacher, Literacy/Reading	Mini-bats, benchmarks, SRI	FCAT 2.0, FAIR,		
l ouwing.	the Detention	deficiencies	coach, Guidance counselor,	results, teacher observation,	Benchmarks		
	Center with	of Level 1 and	Title I paraprofessional	classroom assessments,			
<u> </u>	reading	Level 2 students					
	deficiencies	or those scoring					
Reading Goal #1:		2 or more level					
		below their					
	Appropriate	current grade level					
	placement	level					
	placement						
		Conferencing					
	Lack of support	with students					
	at home						
Students will demonstrate	2012 Current	2013 Expected					
proficiency in the five areas	Level of	Level of					
of reading: phonics, fluency, comprehension, and vocabulary.	Performance:*	Performance:*					
comprehension, and vocabulary.							
	00/ 503						
	0% [0]						
		1.0	1.2	1.2	1.2	1.2	
		1.2.	1.2.	1.2.	1.2.	1.2.	
		Student have		Reading Teacher	Teacher observation,	FCAT 2.0, FAIR, Benchmarks	
			instruction for students		classroom assessments,		
		phonics	scoring at Level 1 and 2 on		testing tools. Review of		
			the FCAT and those needing	Title I percentefactional	assessments and FCAT		
		1.2	remediation in phonics	Title I paraprofessional 1.3.	scores 1.3.	1.2	
		1.3.	1.3.	1.5.	1.5.	1.3.	
		Students have		Reading Teacher	Teacher observation,	FCAT 2.0, FAIR, Benchmarks	
		deficient skills	instructions for students at		classroom assessments,		
		in fluency,	Levels 1 and 2 on FCAT and	Literacy Coach	testing tools. Review of		
		comprehension,	those needing remediation in		assessments and FCAT		
		and vocabulary	fluency, comprehension, and vocabulary	1 itie 1 paraprofessional	scores		
			vocabulary				
	I						

Based on Ambitious but		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Achievable Annual Measurable							
Objectives (AMOs), Reading and							
Math Performance Target							
	Baseline data 2010-2011						
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	Grade Level/ Subject	PD Facilitator	nile Justice Education Pro PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
	6-12	PLC Leader Literacy Coach	School-wide	meetings)	Classroom coaching/On-going	Literacy Coach
Literacy Routines				1 hr. of Early Release	Mentoring/On-going	
				Semi-monthly Staff/PD		
				Schedule PD Days		
Book review: Designing & Teaching Learning Goals &	6-12	TSA	School-wide	1 hr. of Early Release	Teacher/Staff Collaboration	TSA
Objectives		Literacy Coach		Semi-monthly Staff/PD		
				Schedule PD Days		
100 Book Challenge	6-12	Provider	TSA	Initial training 2 hours with monthly follow-up training	Classroom Coaching/On-going	Literacy Coach
			Teachers			
			Literacy Coach			
			Paraprofessional			
SLC Framework for Quality Instruction	6-12	TSA	School-wide	On-going August-July	Classroom Observations	Classroom Observations
		Teachers			Lesson Plans	Lesson Plans
		District Specialists	5			
Common Cose	6-12	Administration TSA	School-wide	On-going August-July	Classroom Observations	Classroom Observations
		Teachers			Lesson Plans	Lesson Plans
		District Specialist	5			
		Administration				

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

End of Reading Goals

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## **Mathematics Goals**

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

Guiding Questions to Inform the Problem-Solving Process								
Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012.								
■ What percentage of students made learning gains?								
■ What was the percent increase 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 Achieveme nt					
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 Imp	i ovement i	lan Juvenn	C JUSTICE Education	1 Tograms		 
1. Percentage of students	1.1.	1.1.	1.1.	1.1.	1.1.	
making learning gains in						
mathematics.	Lack of basic					
	skills					
<b>–</b>						
Mathematics Goal #1:						
Students in the lowest 25% who demonstrate learning gains will	2012 Current	2013 Expected				
demonstrate learning gains will	Level of	Level of				
increase by 36%	Performance:*	Performance:*				
	00/ [0]					
	0% [0]					

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
	Baseline data 2010-2011						
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 Achieveme nt					
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	
	1.1.	1.1.	1.1.	1.1.	1.1.	

			ustice Education				
Algebra Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	data for current level of performance in	Enter numerical data for expected level of performance in this box.					
	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 Imp	rovement <b>P</b>	lan Juvenile J	ustice Education	Programs
2 Students seeming at an	2.1	2.1	0.1	0.1

	h 1	h 1	h 1	h 1	0.1		
2. Students scoring at or above Achievement Levels	2.1.	2.1.	2.1.	2.1.	2.1.		
above Achievement Levels	5						
4 and 5 in Algebra.							
Algebra Goal #2:	2012 Current	2013 Expected Level					
Aigeora Obal #2.	Level of	of Performance:*					
	Level of Performance:*						
Enter normative for the goal in this							
Enter narrative for the goal in this box.							
OOA.							
	Enter numerical	Enter numerical data					
	data for	Enter numerical data for expected level of					
	current level of	performance in this					
	performance in	box.					
	this box.						
		2.2.	2.2.	2.2.	2.2.	2.2.	

					2.3	2.3	
		2.5	2.3	2.5	2.3	2.5	
Based on Ambitious but	t 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Ashievel Masser	2011-2012	2012-2013	2013-2014	2014-2015	2013-2010	2010-2017	
Achievable Annual Measurable							
Objectives (AMOs), Reading and	1						
Math Performance Target							
3. Ambitious but	Baseline				1		
	data 2010-				1		
	2011						
(AMOs). In six year							
school will reduce their							
achievement gap by 50%.							
Algebra Goal #3:							
Algebia Obal #5.							
Forder and the for the second in							
Enter narrative for the goal in							
this box.							
					1		
					1		
					1		
					1		
	I	Į					

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-		
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2012-2013 School Imp			ustice Education	110grams		 
	Solving Process to Increase Student Achieveme nt					
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.	1.1.	1.1.	1.1.	1.1.	

				8			
Geometry Goal #1:	2012 Current	2013 Expected Level					
	Level of	of Performance:*					
	Performance:*						
	i errormanee.						
Enter narrative for the goal in							
this box.							
	Enter numerical	Enter numerical data					
		for expected level of					
	current level of	performance in this					
	current tevet oj naufannanaa in thic	perjormance in inis					
	performance in this	$DOX_{*}$					
	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	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
achievement data and reference	Anticipated Barrier	Sumogy	Pagnongible for	Effectiveness of	Evaluation 1001		
achievement data, and reference	Darrier		Responsible for	Effectiveness of			
to "Guiding Questions", identify			Monitoring				
and define areas in need of				<u> </u>			
improvement for the following				Strategy			
group:							

2012-2013 School Imp	I Ovement I	lan guvenne g	ustice Education	1 i ogi anns	i	·	i
2. Students scoring at or	2.1.	2.1.	2.1.	2.1.	2.1.		
above Achievement Levels							
4 and 5 in Geometry.							
Geometry Goal #2:	2012 Current	2013 Expected Level					
Geometry Goal #2:	2012 Current Level of	2013 Expected Level of Performance:*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance.*					
Enter narrative for the goal in this box.	Performance:*	Enter numerical data					
Enter narrative for the goal in this box.	Performance:*	Enter numerical data					
Enter narrative for the goal in this box.	Performance:* Enter numerical data for current level of	Enter numerical data for expected level of gerformance in this					
Enter narrative for the goal in this box.	Performance:* Enter numerical data for current level of performance in this	Enter numerical data for expected level of gerformance in this					
Enter narrative for the goal in this box.	Performance:* 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.	
Enter narrative for the goal in this box.	Performance:* 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.	
Enter narrative for the goal in this box.	Performance:* 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.	
Enter narrative for the goal in this box.	Performance:* 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.	
Enter narrative for the goal in this box.	Performance:* 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.	

2012-2013 School Improve				<b>I</b>	i	
	2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but 201	11-2012 2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Achievable Annual Measurable						
Objectives (AMOs), Reading and Math Performance Target						
Math Performance Target						
3. Ambitious but Basel	lina					
	2010-					
Measurable Objectives 2011						
(AMOs). In six year						
school will reduce their						
achievement gap by 50%.						
active femente gap by 50 /00						
Geometry Goal #3:						
Enter narrative for the goal in			1			
this box.			1	1		
			1			
			1			
			1			
			1			
			1			
			1			
			1			
			1			

# **Mathematics Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity May 2012 Rule 6A-1.099811 Revised May 25, 2012

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

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

End of 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)).

<b>Biology EOC Goals</b>	Problem-			
	Solving			

<u>2012-2013 School Imp</u>			Justice Education		<b>·</b>	 
	Process to Increase Student Achieveme nt					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring at Achievement Level 3 in Biology.	1.1.	1.1.	1.1.	1.1.	1.1.	

	Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	data for current level of	Enter numerical data for expected level of performance in this box.					
		1.2.		1.2.	1.2.	1.2.	
				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	2.1.	2.1.	2.1.	2.1.	2.1.	
above Achievement Levels						
4 and 5 in Biology.						1
						1

<sup>2</sup> . Students scoring at 0	″ F <sup>…</sup>	2.1.	 2.1.	2.1.	
above Achievement Leve	els				
4 1 5 ' D'. 1					
4 and 5 in Biology.					
Biology Goal #2:	2012 Current	2013 Expected			
Dibiogy Obal $\#2$ .	Lavalaf	Loval of			
	Level of	Leveror			
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
Enter narrative for the goal in t	his				
Enter narrative for the goal in the box.	1113				
box.					
		1			 
	Enter numerical	Enter numerical			
1	Enter numerical data for	Enter numerical data for			
	Enter numerical data for current level of	Enter numerical data for expected level of			
	Enter numerical data for current level of performance in this	Enter numerical data for expected level of performance in this			
	Enter numerical data for current level of performance in this	Enter numerical data for expected level of performance in this box.			

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

# **Science Professional Development**

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

#### Science Budget (Insert rows as needed)

May 2012 Rule 6A-1.099811	1		I	33
Strategy	Description of Resources	Funding Source	Amount	
Evidence-based Program(s)/Materials(s)				
funded activities/materials.				
activities/materials and exclude district				
Include only school-based funded				

Revised May 25, 2012

	un ou venne oustiee Buueunon			
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 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)).

<b>Civics EOC Goals</b>	Problem-			
	Solving			
	Process to			
	Increase			
	Student			
	Achieveme			
	nt			

<u>2012-2013 School Imp</u>	I Ovement I	lan ouvenine o	ustice Education			-
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:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring at	1.1.	1.1.	1.1.	1.1.	1.1.	
Achievement Level 3 in						
Civics.						
Civics Goal #1:	2012 Current	2013 Expected Level				
_	Level of Performance:*	of Performance:*				
	r errormance.					
Enter narrative for the goal in this						
box.						
1	1		1			

2012-2013 School Imp			ustice Education				
	data for current level of performance in this	Enter numerical data for expected level of performance in this box.					
	box.						
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
		1.3.	1.3.	1.5.	1.3.	1.5.	
	A 41 1 4 1	<u> </u>	p p :/:				
Based on the analysis of student	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
achievement data, and reference	Barrier		Responsible for Monitoring	Effectiveness of			
to "Guiding Questions", identify			Monitoring				
and define areas in need of				Start			
improvement for the following				Strategy			
group:							
	0.1	2.1.	2.1.	2.1.	2.1.		
2. Students scoring at or	2.1.	2.1.	2.1.	2.1.	2.1.		
above Achievement Levels							
4 and 5 in Civics.							

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	data for	Enter numerical data for expected level of performance in this box.					
	0.0111	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. May 2012 Rule 6A-1.099811 Revised May 25, 2012

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

### **Civics Budget** (Insert rows as needed)

Litit i i i i i i i i			
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
S-b444b			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
	1		
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 Achieveme nt					
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 Imp	I OVEINENT I					 
	1.1.	1.1.	1.1.	1.1.	1.1.	
Achievement Level 3 in						
U.S. History.						
C.S. History.						
<b>U.S. History</b> <u>Goal #1:</u>	2012 Current	2013 Expected Level				
	Level of	of Performance:*				
	Performance:*					
Enter narrative for the goal in this						
box.						
	Enter numerical	Enter numerical data				
	data for	for expected level of performance in this box.				
	current level of performance in this	perjormance in this box.				
	box.					
L			P			

2012 2016 School Imp							
		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	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
achievement data, and reference to "Guiding Questions", identify and define areas in need of	Barrier		Responsible for Monitoring	Effectiveness of			
to "Guiding Questions", identify			Monitoring				
and define areas in need of				Strategy			
improvement for the following							
group: 2. Students scoring at or	2.1.	2.1.	2.1.	2.1.	2.1.		
8		2.1.	2.1.	2.1.	2.1.		
above Achievement Levels							
4 and 5 in U.S. History.							

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	data for	Enter numerical data for expected level of					
	performance in this box.			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. May 2012 Rule 6A-1.099811 Revised May 25, 2012

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

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

May 2012				
Total:				
Subtotal:				
Suaregy			Amount	
Strategy	Description of Resources	Funding Source	Amount	
Other				
Subtotal:				
Strategy	Description of Resources	Funding Source	Amount	
Professional Development				
Subtotal:				
Strategy	Description of Resources	Funding Source	Amount	
Technology				
Subtotal:				
Succes				
Strategy	Description of Resources	Funding Source	Amount	
funded activities /materials. Evidence-based Program(s)/Materials(s)				
Include only school-based funded activities/materials and exclude district				

End of U.S. History Goals

# **Career Education Goals**

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

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

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

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

2012-2015 School Imp				. 8			
1. Career Education Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
1. Carter Education Goar							
	2012 Current	2012 Expected					
	2012 Current	2013 Expected					
	2012 Current Level :*	2013 Expected Level :*					
	2012 Current Level :*	2013 Expected Level :*					
	2012 Current Level :*	2013 Expected Level :*					
	2012 Current Level :*	2013 Expected Level :*					
	2012 Current Level :*	2013 Expected Level :*					
	2012 Current Level :*	2013 Expected Level :*					
Enter narrative for the goal in this box.	2012 Current Level :*	2013 Expected Level :*					
	2012 Current Level :*	2013 Expected Level :*					
	2012 Current Level :*	2013 Expected Level :*					
	2012 Current Level <u>:*</u>	2013 Expected Level :*					
	2012 Current Level :*	2013 Expected Level :*					
	2012 Current Level :*	2013 Expected Level :*					
	2012 Current Level :*	2013 Expected Level :*					
	2012 Current Level <u>:*</u>	2013 Expected Level :*					
	2012 Current Level :*	2013 Expected Level :*					
Enter narrative for the goal in this box.	Enter numerical	Enter numerical					
Enter narrative for the goal in this box.	Enter numerical	Enter numerical					
Enter narrative for the goal in this box.	Enter numerical						
Enter narrative for the goal in this box.	Enter numerical data for current goal in this box.	Enter numerical data for expected goal in this box.	1.2	1.2	1.2	1.2	
Enter narrative for the goal in this box.	Enter numerical data for current goal in this box.	Enter numerical data for expected goal in this box.	1.2.	1.2.	1.2.	1.2.	
Enter narrative for the goal in this box.	Enter numerical data for current goal in this box.	Enter numerical data for expected goal in this box.	1.2.	1.2.	1.2.	1.2.	
Enter narrative for the goal in this box.	Enter numerical data for current goal in this box.	Enter numerical data for expected goal in this box.	1.2.	1.2.	1.2.	1.2.	
Enter narrative for the goal in this box.	Enter numerical data for current goal in this box.	Enter numerical data for expected goal in this box. 1.2.					
Enter narrative for the goal in this box.	Enter numerical data for current goal in this box.	Enter numerical data for expected goal in this box. 1.2.				1.2.	
Enter narrative for the goal in this box.	Enter numerical data for current goal in this box.	Enter numerical data for expected goal in this box. 1.2.					

# **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	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus	546,000	and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		

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

May 2012	46	
Strategy		Descr
Evidence-based Program(s)/Materials(s)		
Include only school-based funded activities/materials and exclude district funded activities /materials.		

Rule 6A-1.099811 Revised May 25, 2012

Image: Constraint of the second of the se	Subtot	al:
Image: strategy     Image: strategy       Other     Strategy       Strategy     Descr       Strategy     Image: strategy       Other     Strategy       Strategy     Image: strategy	Technology	
Professional Development       Image: Constraint of the second of the seco	Strategy	Desc
Professional Development       Image: Constraint of the second of the seco		
Professional Development       Image: Constraint of the second of the seco		
Strategy       Descr         Image: Constraint of the second o		al:
Image: Subtotal     Image: Subtotal       Other     Image: Strategy       Strategy     Image: Descr       Image: Strategy     Image: Strategy	Professional Development	
Other     Image: Strategy       Strategy     Description       Image: Strategy     Image: Strategy	Strategy	Desc
Other     Image: Strategy       Strategy     Description       Image: Strategy     Image: Strategy		
Other     Image: Strategy       Strategy     Description       Image: Strategy     Image: Strategy		
Strategy     Descr       Image:	Subtot	al:
	Other	
Grand Total:	Strategy	Desc
Grand Total:		
Grand Total:		
	Grand Tot	al:

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)).

	Problem-			
TRANSITION	Solving			
	Process to			

GOAL(S)       Increase Student Achieveme nt       Increase Student Achieveme nt       Person or Position Based on the analysis of school data, identify and define       Anticipated Borrier       Strategy       Person or Position Responsible for Monitoring       Process Used to Determine Effectiveness of       Evaluation Tool         areas in need of improvement:       1.1       1.1       1.1       1.1       1.1         I. Transition Goal       1.1       1.1       1.1       1.1       1.1         Powers the economication recidivism       Improve communication between the electronic center education department and the homeschools       Core course teachers, support profile       2020 progress reports, progress Reports, Transition Specialits, ollow-up data	2012-2013 School Imp			e sustice Education	110grams	1	
Student Achieveme nt       Student Achieveme nt       Strategy       Person or Position Responsible for Monitoring       Process Used to Determine Effectiveness of       Evaluation Tool         Based on the analysis of school data, identify and define       Anticipated Barrier       Strategy       Person or Position Responsible for Monitoring       Process Used to Determine Effectiveness of       Evaluation Tool         1. Transition Goal       1.1.       1.1.       1.1.       1.1.       1.1.         Student recidivism       Improve configures teachers, support edtention center education depertment and       Core course teachers, support grades       e2020 progress reports, Progress Reports, Fransition Specialist follow-up data	GOAL(S)	Increase					
Achieveme ntAchieveme ntAchieveme ntAchieveme ntAchieveme ntBased on the analysis of school data, identify and defineAnticipated BarrierStrategyPerson or Position Responsible for Monitoring StrategyProcess Used to Determine Effectiveness of StrategyEvaluation ToolI. Transition Goal1.1.1.1.1.1.1.1.I. Transition Goal1.1.1.1.1.1.1.1.Process teachers, support recidivismCore course teachers, support staff, Transition Specialist, IPOs2020 completion rate, student grades2020 progress reports, Transition Specialist follow-up data		Student					
Image: Instruction of the analysis of school data, identify and define areas in need of improvement:       Anticipated Barrier       Strategy       Person or Position Responsible for Monitoring Effectiveness of Strategy       Evaluation Tool       Evaluation Tool         1. Transition Goal       1.1. <t< th=""><th></th><th></th><th></th><th></th><th></th><th></th><th></th></t<>							
Image: Strategy data, identify and define areas in need of improvement:       Anticipated Barrier       Strategy       Person or Position Responsible for Monitoring Effectiveness of Strategy       Evaluation Tool       Evaluation Tool         1. Transition Goal       1.1. <th></th> <th>Achieveme</th> <th></th> <th></th> <th></th> <th></th> <th></th>		Achieveme					
Image: Strategy data, identify and define areas in need of improvement:       Anticipated Barrier       Strategy       Person or Position Responsible for Monitoring Effectiveness of Strategy       Evaluation Tool       Evaluation Tool         1. Transition Goal       1.1. <th></th> <th>nt</th> <th></th> <th></th> <th></th> <th></th> <th></th>		nt					
data, identify and define       Barrier       Responsible for Monitoring       Effectiveness of         areas in need of improvement:       Improve       Strategy         1. Transition Goal       1.1.       1.1.         Student       Improve       Core course teachers, support       e2020 completion rate, student         recidivism       Student       Core course teachers, support       e2020 completion rate, student         progress Reports,       Frogress Reports,       Frogress Reports,         follow-up data       education       department and							
data, identify and define       Barrier       Responsible for Monitoring       Effectiveness of         areas in need of improvement:       Improve       Strategy         1. Transition Goal       1.1.       1.1.         Student       Improve       Core course teachers, support       e2020 completion rate, student         recidivism       Student       Core course teachers, support       e2020 completion rate, student         progress Reports,       Frogress Reports,       Frogress Reports,         follow-up data       education       department and							
data, identify and define       Barrier       Responsible for Monitoring       Effectiveness of         areas in need of improvement:       Improve       Strategy         1. Transition Goal       1.1.       1.1.         Student       Improve       Core course teachers, support       e2020 completion rate, student         recidivism       Student       Core course teachers, support       e2020 completion rate, student         progress Reports,       Frogress Reports,       Frogress Reports,         follow-up data       education       department and							
areas in need of improvement:Improve recidivismImprove communication between the detention center education department andImprove communication staff, Transition Specialist, in PosStrategyImprove e2020 completion rate, student gradese2020 progress reports, Progress Reports, Transition Specialist, follow-up datae2020 progress reports, Progress Reports, Transition Specialist, follow-up data	Based on the analysis of school	Anticipated	Strategy			Evaluation Tool	
1. Transition Goal       1.1.       1.1.       1.1.       1.1.       1.1.         Student recidivism       Improve communication between the education department and       Core course teachers, support staff, Transition Specialist, JPOs       e2020 completion rate, student grades       e2020 progress reports, Progress Reports, Transition Specialist follow-up data	data, identify and define	Barrier		Responsible for Monitoring	Effectiveness of		
1. Transition Goal       1.1.       1.1.       1.1.       1.1.       1.1.         Student recidivism       Improve communication between the education department and       Core course teachers, support staff, Transition Specialist, JPOs       e2020 completion rate, student grades       e2020 progress reports, Progress Reports, Transition Specialist follow-up data							
Student Improve Core course teachers, support e2020 completion rate, student e2020 progress reports, Progress Reports, Detween the detention center education department and					Strategy		
Student recidivismImprove communication between the education department andCore course teachers, support staff, Transition Specialist, prose2020 completion rate, student gradese2020 progress reports, Progress Reports, Transition Specialist follow-up data	1. Transition Goal	1.1.	1.1.	1.1.		1.1.	
recidivism communication staff, Transition Specialist, grades Progress Reports, between the JPOs Transition Specialist detention center education department and							
recidivism communication staff, Transition Specialist, grades Progress Reports, between the JPOs Transition Specialist detention center education department and		Student	Improve	Core course teachers, support	e2020 completion rate, student	e2020 progress reports,	
detention center follow-up data education department and		recidivism	communication	staff, Transition Specialist,	grades	Progress Reports,	
education department and			between the	JPOs		Transition Specialist	
department and			detention center			follow-up data	
the homeschools.							
			the homeschools				
			the nonnesenoois.				

2012-2013 School Imp			e sustice Education	i i i ogi anns			
Although students are in the	2012 Current	2013 Expected					
facility for a short period of	Level :*	Level :*					
time, usually 21 days or less,							
our goal is to remediate and							
communicate with the student's							
home school to access current							
assignments or computer-aided							
instructional assignments to							
assist in maintaining their current							
academic level.							
With the assistance of the Title I							
Transition Specialist our goal is to							
have an 80% return rate of student							
going back to their home school,							
within the district.							
	Enter numerical	Enter numerical					
	data for current	data for expected					
	goal in this box.	goal in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		Student	Teach new behavioral skills	Core course teachers			
		behaviors	reach new Denavioral Skills	core course teachers			
		ochaviors		Support staff			
				Support staff			
				DOE Too share			
				ESE Teacher			
		1.3.	1.3.	1.3.	1.3.	1.3.	

# **Transition Professional Development**

Professional Development

2012-2013 School In (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity	nprovemen	t Plan Juven	ile Justice Education Pro	grams		
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus	Suger	and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Wontofing

# Transition Budget (Insert rows as needed)

Desc
:
Desc
:
Des

Subtotal:	
Other	
Strategy	Desc
Grand Total:	

End of Transition Goal(s)

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

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

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

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

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

ATTENDANCE GOAL(S)	Problem- solving Process to Increase Attendance					
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Attendance Goal # 1 Enter narrative for the		1.1. 2013 Expected Attendance Rate:*	1.1.	1.1.	1.1.	

				8	Í		
		Enter numerical data for					
	for current attendance	expected attendance rate					
	rate in this box.	in this box.					
	2012 Current	2013 Expected					
	Number of Students	Number of Students					
	with Excessive	with Excessive					
	Absences	Absences					
	(10 or more)	(10 or more)					
l		Enter numerical data					
		for expected number of					
	absences in this box	absences in this box.					
	2012 Current	2013 Expected					
	Number of	Number of					
	Students with						
	Excessive Tardies	Students with					
		Excessive Tardies					
		Excessive faitules					
		(10 or more)					
	Enter numerical data	Enter numerical data					
		for expected number of					
		students tardy in this					
	box.	hox.					
	UUA.		1.0	1.0	1.0	1.0	
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Attendance Professional Development** 

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

Please note that each Strategy does not require a professional development or May 2012 Rule 6A-1.099811 Revised May 25, 2012

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

### Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

# Final Budget (Insert rows as needed)

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

#### **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

 $\Box No$ 

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

Describe projected use of SAC funds.	Amount

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