Florida Department of Education

School Improvement Plan (SIP)

For Juvenile Justice Education Programs
Orange Youth Academy

2012–2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Orange Youth Academy/Orlando Intensive Youth Academy	District Name: Orange
Principal: Mr. William Tovine	Superintendent: Dr. Barbara Jenkins
SAC Chair: Lamont Lofton	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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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	William Tovine	Masters-Ed. Leadership	1	7	
Lead Educator	Sheryl Coney	Masters-Business Education	5	28	

Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Reading	Peggy Schwartz	AS, BS, MS—Elementary Education 1-6, English 6-12, Reading Endorsement K-12, Coaching Endorsement	3	10	Current school not graded

Math	Maribel Lebron	AS, BS. MS Educational Leadership, Math 5-9	3	3	Current school not graded

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.
Vocational Lab	Tawanda Smith	MS Business and Marketing	2	12	N/A
Reading	Marion Owens	MS Psychology 6-12 ESE K-12 ESOL and Reading endorsement	5	17	N/A
Social Studies	Maureen Karkovice	ESE 6-12 ESOL 6-12 Social Science 6-12 MGIC 6-9 K-6 Elem	3	9	N/A
Business	Sheryl Coney	Math 5-9 Business 6-12 Psychology 6-12	5	28	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.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1.	Professional Learning on site to assist teachers in acquiring multiple certifications that are needed to be highly qualified at OYA..	Principal, Site Administrator, Lead Teacher, Instructional Coaches, CRT	June, 2013	
2.	Seek teachers with multiple certifications	Principal, Assistant Principal/Site Administrator	On-Going	
3.	Resource team offers Extensive Professional Learning which assists teachers to renew certifications.	Assistant Principal, CRT, Instructional Coaches, Lead Teacher	On-Going	
A.	Mentor-Mentee program for beginning teachers and as instructional support for Out-of-Field teachers.	Assistant Principal, CRT, Instructional Coaches, Lead Teacher, Instructional Leaders	On-Going	
B.	School decision making process is open to active input from teachers.	Assistant Principal/Site Administrator	On-Going	

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
Saudra Coley	Provide exam study books to prepare for Subject Area Exams and in-house class support for math exam preparation. Instructional support from Lead Teacher, Instructional Coach, Reading Coach

Staff Demographics

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
6	0	16.6% (1)	17% (1)	33% (2)	.3% (2)	100% (6)	16.6% (1)		16.6% (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
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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.

OYA/OIYA will follow the Alternative Education plan to incorporate literacy strategies. We have created several school wide initiatives that are currently being implemented throughout every classroom, regardless of content taught. All teachers participate in Response to Intervention (RtI) progress monitoring. We have incorporated a literacy focus calendar, vocabulary strategies/initiatives are provided to every teacher, and Thinking Maps are being used in every classroom. Common assessments developed for all subject areas through Professional Learning Communities (PLCs) will incorporate reading benchmarks. These initiatives also support the requirements for our new observation system offering additional support to the teachers.

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?

OYA/OIYA follows the Alternative Education Schools literacy vision is To develop competent, literate citizens who take ownership for personal goal setting and development in a competitive world. Guidance counselors provide a framework that assists students in choosing courses that meet high school graduation requirements and include benchmarks of the Sunshine State Standards. The framework shows relevance to students' goals by meeting Bright Futures Scholarship core and elective requirements, comprehensively align with the essential workforce skills and align with the U.S. Department of Education's 16 Career Clusters. Alternative Education counselors meet with each student and provide a course checklist outlining specific courses based on grade level and academic needs as it relates to the district's Student Progression Plan. Students on target for meeting the 24-credit minimum requirement are given the opportunity to experience a standard curriculum with career influence which promotes positive outcome for future endeavors.

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

The Alternative Education counselors, which include the OYA/OIYA counselor, have developed a Comprehensive Guidance Plan to work effectively with students. This plan includes an advising system that allows Alternative Education Counselors to meet with students on a regular basis and provide academic planning while setting college and career goals. Alternative Education counselors provide classroom instruction in collaboration with teachers by using the Choices program, a career interest inventory. Students are engaged in various lessons to motivate their learning while exercising their schemata.

The OYA/OIYA counselor meets with each student and provides a course checklist, outlining specific courses based on grade level and academic needs as it relates to the district's Student Progression Plan. Students are given the opportunity to create an "Electronic" Education Plan (ePEP) alongside the Alternative Education counselor to discuss courses needed for the current year and the years thereafter. Students feel involved and enthusiastic when selecting the courses with their counselor. They are also encouraged to research additional careers, track their education, check Bright Futures Scholarship eligibility, learn about postsecondary opportunities, apply online to state universities and colleges, and apply online for state and federal financial aid.

Postsecondary Transition

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

The counselor uses an array of strategies to improve postsecondary readiness such as, placing students in appropriate courses based on specific needs (i.e. scheduling remedial courses for FCAT and other subjects for learning gains), allowing students to take advantage of online courses for advancement, grade forgiveness and/or credit recovery opportunities. Students have the chance to be placed in Math, Reading and Writing for College Success courses, Dual Enrollment, ACT and SAT preparation courses, college tours and online college readiness programs through Facts.org or Collegeboard.com.

PART II: EXPECTED IMPROVEMENTS
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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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

- ■ Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains?

- ■ What percentage of students made learning gains?

- ■ What was the percent increase or decrease of students making learning gains?

- ■ What are the anticipated barriers to increasing the percentage of students making learning gains?

- ■ What strategies will be implemented to increase and maintain proficiency for these students?

- ■ What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. Percentage of students making learning gains— **in reading.** — Reading Goal #1:	1A.1 Ineffective use of reading strategies in content areas.	1A.1. Training content area teachers in reading strategies through PLCs and on-site staff development.	1A.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.1. Leadership team will cooperate to implement a continuous schedule for classroom observations.	1A.1. Teacher observations, PLC Reading Rubric, and PLC teacher product samples.		
By July 2013, OYA will increase the number students scoring level 3 in reading by 10% (3 of 27).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	In July 2012, 17% (3 of 17) of students at OYA met high standards in FCAT reading as measured by achievement of FCAT level 3.	By July 2013, OYA will increase the number students scoring level 3 in reading by 10% (4 of 17)					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		1A.2 Alignment between instruction and assessment.	1A.2. Train teachers in the use of CIA blueprint and test item specs in creating common assessments.	1A.2. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.2. Teachers will engage in structured comparison among CIA blueprint, test item specifications, and assessments.	1A.2. Test samples and lesson plans.
		1A.3. Consistent utilization of data for instructional decision making.	1A.3. Train and provide continuous support using the IMS system and use of consistent data collection.	1A.3. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.3. Comparison of student performance on common assessment to specified standardized assessments.	1A.3. FAIR, Benchmark and Mini-Benchmark exams

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	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 0% (64) students scored level 3 or above	In July 2012, 17% (3 of 17) of students at OYA met high standards in FCAT reading as measured by achievement of FCAT level 3.	In July 2013, 24% (4of 17) of students at OYA will increase the number students scoring level 3 in reading by 50%	In July 2014, 35% (6 of 17) of students at OYA will increase the number of students scoring level 3in reading by 50%.	In July 2015, 53% (9 of 17) of students at OYA will increase the number of students scoring level 3in reading by 50%.	In July 2016 75% (13 of 17) OYA will increase the number of students scoring level 3in reading by 50%.	In July 2017 100% (17 of 17) will increase the number of students scoring level 3 in reading to 100%.
Reading Goal #2: By July 2012 OYA will increase the number of students scoring level 3 in reading by .5% (1)							

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.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Incorporating Technology into the classroom	6-12 Reading	Sheryl Coney	All	September 2012	Observation	Lead Teacher Reading Coach Math Coach
Literacy PLC's	6-12	Reading Coaches	Reading Teachers	Monthly meetings	Meeting minutes Creation of common plans and assessments	Instructional Coaches Site Administrators Lead Teachers
New Classroom Assessment Tool	All	Administrators	All	Ongoing	Lesson plans	Classroom Administrators
RtI	All	District staff Site Admin. Instructional Coaches	All	Biweekly RtI/progress monitoring meetings	The RtI leadership team will check progress monitoring data, attend a variety of RtI meetings and check meeting logs to be sure that individual student needs are being attended to.	CRT Instructional Coaches Site Administrators Lead Teachers Classroom teachers
Thinking Maps	All	Instructional Coaches CRT	All	New teachers in Sept. Follow ups 1 per quarter	Examples of student work Lesson plans	CRT Instructional Coaches Site Administrators Lead Teachers Classroom teachers

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	All	Instructional Coaches	All	Once per semester and in coaching sessions	CRT
Differentiated Instructional Strategies – Using IMS		CRT			Lesson plans — Instructional Coaches, Site Administrators, Lead Teachers
Cornell Note- Taking	All	Instructional Coaches	Instructional Coaches	Once a month through May 2013	Continuous improvement through PLCs. — Classroom teachers CRTs, Reading Coach, Lead Teacher, Site Administrator
Lesson Study	All	CRT, Instructional Coaches	All Instructional Staff	Second Semester	Continuous improvement through site meetings. — Reading Coach, Lead Teacher, Title I Compliance, Administrators
		CRT, DJJ Title I Compliance			

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
N/A	N/A	N/A	N/A
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

Utilize the SharePoint portal for the purpose of providing key information for all employees.	To provide an online collaborative vehicle where Professional Development information and shared best practices can be housed in one location for teachers ease of access for our various school sites.	N/A	N/A
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Development will be content focused by applying the criteria of the Professional Learning Communities (PLC) in collaborative teams based on Reading benchmarks to establish common assessments.	Resource Team	To be Determined	To Be Determined
Train teachers to become Lesson Study Facilitators	District-based Professional Development	School Improvement Budget	400.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Individual/small group tutoring	Title I Part D paraprofessional	Title I part D	
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.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. Percentage of students making learning gains in mathematics. — Mathematics Goal #1:	1A.1 Ineffective use of reading strategies in content areas.	1A.1. Training content area teachers in reading strategies through PLCs and on-site staff development.	1A.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.1. Leadership team will cooperate to implement a continuous schedule for classroom observations.	1A.1. Teacher observations, PLC Reading Rubric, and PLC teacher product samples.		
By July, 2013 OYA will increase the number students scoring level 3 in math by 20% (2 of 10).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	In July of 2012, 10% (1 0f 10) students made learning gains.	By July, 2013 OYA will increase the number students scoring level 3 in math by 20% (2 of 10).					
		1A.2. Ineffective use of reading strategies in content areas.	1A.2. Training content area teachers in reading strategies through PLCs and on-site staff development.	1A.2. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.3. Teacher observations, PLC Content Area Reading Rubric, and PLC teacher product samples.	1A.2. Teacher observations, PLC Reading Rubric, and PLC teacher product samples.	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 0% (64) students scored level 3 or above	In July of 2012, 10% (1 0f 10) students made learning gains	In July of 2013, 20% (2 of 10) students at OYA will increase the number students scoring level 3 in reading by 50%	In July of 2014, 40% (4 of 10) students at OYA will increase the number students scoring level 3 in reading by 50%	In July of 2015, 60% (6 of 10) students at OYA will increase the number of students scoring level 3 in reading by 50%	In July of 2016, 90% (9 of 10) students at OYA will increase the number of students scoring level 3 by 50%.	In July of 2017, 100% (10 of 10) students at OYA will increase the number of students scoring level 3 to 100%
Mathematics Goal #2: By July 2012 OYA will increase the number of students scoring level 3 in math by .5% (1)							

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra.	1A.1 Ineffective use of reading strategies in content areas.	1A.1. Training content area teachers in reading strategies through PLCs and on-site staff development.	1A.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.1. Leadership team will cooperate to implement a continuous schedule for classroom observations.	1A.1. Teacher observations, PLC Reading Rubric, and PLC teacher product samples.		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Algebra Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By July 2013 OYA will increase the number of students making learning gains by 20% (3 of 17).							
	In July 2012, 9% (1 of 17) of students made learning gains	By July 2013, 24% (4 of 17) students will make learning goals.					
	1A.2 Alignment between instruction and assessment. 1A.3. Consistent utilization of data for instructional decision making.	1A.2. Train teachers in the use of CIA blueprint and test item specs in creating common assessments	1A.2. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.2. Teachers will engage in structured comparison among CIA blueprint, test item specifications, and assessments.	1A.2. Test samples and lesson plans.	1A.2. Test samples and lesson plans.	
		1A.3. Train and provide continuous support using the IMS system and use of consistent data collection.	1A.3. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.3. Comparison of student performance on common assessment to specified standardized assessments.	1A.3. Algebra 1 EOC Benchmark tests	1A.3. Algebra 1 EOC Benchmark tests	

	1.A.4. Lack of arithmetic skills and math fluency impedes current instruction	1.A.4. Implement intervention strategies in text and CIA Blueprint	1.A.4. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers RtI Team	1.A.4. Tracking though RtI Meetings and Math PLCs	1.A.4. Scholastic Math Inventory		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1. Loss of skill level.	2.1.Differntiating instruction to provide enrichment at a challenging level.	2.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers RtI Team	2.1. Tracking though RtI Meetings and Math PLCs	2.1. Algebra 1 EOC Benchmaark Tests		
<u>Algebra Goal #2:</u> By July 2013 OYA will increase the number of students making learning gains by 20% (3 of 17).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	*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	
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** 0% scored level 3 in Algebra.	In July 2012, 9% (1 of 17) of students made learning gains	In July 2013, 12% (2 of 17) OYA students will increase learning gains by 50%	In July 2014, 18% (3 of 17) students will increase learning goals by 50%	In July 2015, 27% (4.5 of 17) students will increase learning goals by 50%.	In July 2016, 44% (7.5 of 17) students will increase learning goals by 50%	In July 2017, 71% (12 of 17) will increase learning goals by 50%
Algebra Goal #3: *Enter narrative for the goal in this box.*							

End of Algebra EOC Goals

Geometry End-of-Course Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. **Students scoring at Achievement Level 3 in Geometry.**	1A.1 Ineffective use of reading strategies in content areas.	1A.1. Training content area teachers in reading strategies through PLCs and on-site staff development.	1A.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.1. Leadership team will cooperate to implement a continuous schedule for classroom observations.	1A.1. Teacher observations, PLC Reading Rubric, and PLC teacher product samples.		
Geometry Goal #1: By July 2013, 10% (1 of 10) of students will achieve a level 3.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	In July 2012, 0% (0 of 10) students achieved a level 3.	By July 2013, 10%% (1 of 10) of students will achieve a level 3.				
		1A.2 Alignment between instruction and assessment. 1A.3. Consistent utilization of data for instructional decision making.	1A.2. Train teachers in the use of CIA blueprint and test item specs in creating common assessments	1A.2. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.2. Teachers will engage in structured comparison among CIA blueprint, test item specifications, and assessments.	1A.2. Test samples and lesson plans.	
		1A.3. Train and provide continuous support using the IMS system and use of consistent data collection.	1A.3. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.3. Comparison of student performance on common assessment to specified standardized assessments.	1A.3. Algebra 1 EOC Benchmark tests	1.3.	
	1.A.4. Lack of arithmetic skills and math fluency impedes current instruction	1.A.4. Implement intervention strategies in text and CIA Blueprint	1.A.4. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers RtI Team	1.A.4. Tracking though RtI Meetings and Math PLCs	1.A.4. Scholastic Math Inventory		
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. Loss of skill level.	2.1.Differntiating instruction to provide enrichment at a challenging level.	2.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers RtI Team	2.1. Tracking though RtI Meetings and Math PLCs	2.1. Geometry EOC Benchmark Tests		
Geometry Goal #2: By July 2013, 10% (1 of 10) of students will achieve a level 3.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	In July 2012, 0% (0 of 10) students achieved a level 4 or 5	By July 2013, 10% (1 of 10) of students will achieve a level 4 or 5					
		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**	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 0% of 10 students scored level 3.	In July of 2012, 10% (1 of 10) students made learning gains	In July of 2013, 20% (2 of 10) students at OYA will increase the number students scoring level 3 by 50%	In July of 2014, 40% (4 of 10) students at OYA will increase the number students scoring level 3 by 50%	In July of 2015, 60% (6 of 10) students at OYA will increase the number of students scoring level 3 by 50%	In July of 2016, 90% (9 of 10) students at OYA will increase the number of students scoring level 3 by 50%.	In July of 2017, 100% (10 of 10) students at OYA will increase the number of students scoring level 3 to 100%
Geometry Goal #3: *Enter narrative for the goal in this box.*							

Mathematics Professional Development

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Incorporating Technology into the classroom	6-12 Math	Lead teacher	All	September 2012	Observation	Lead Teacher Reading Coach Math Coach
Math PLC's	6-12	Math Coaches	Math Teachers	Monthly meetings	Meeting minutes Creation of common plans and assessments	Instructional Coaches Site Administrators Lead Teachers
New Classroom Assessment Tool	All	Administrators	All	Ongoing	Lesson plans	Classroom Administrators
RtI	All	District staff Site Admin. Instructional Coaches	All	Biweekly RtI/progress monitoring meetings	The RtI leadership team will check progress monitoring data, attend a variety of RtI meetings and check meeting logs to be sure that individual student needs are being attended to.	CRT Instructional Coaches Site Administrators Lead Teachers Classroom teachers
Lesson Study	All	Instructional Coaches CRT, DJJ Title I Compliance	All Instructional Staff	Second Semester	Continuous improvement through site meetings.	Reading Coach, Lead Teacher, Title I Compliance, Administrators

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
TBD			
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
Individual /small group tutoring	Title I Part D Paraprofessional	Title I, Part D	
Grand Total:			

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

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

Biology EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology.	1.1. Ineffective use of reading strategies in content areas.	1.1. Training content area teachers in reading strategies through PLCs and on-site staff development.	1.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1.1. Leadership team will cooperate to implement a continuous schedule for classroom observations.	1.1. Teacher observations, PLC Content Area Content Area Reading Rubric, and PLC teacher product samples.		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Biology Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
By July 2013, 10% (1 of 10) of students at OYA will achieve a level 3.						
	By July 2012, 0% (0 of 7) achieved a level 3	By July 2013, 10% (1 of 10) of students at OYA will achieve a level 3.				
		1.2 Alignment between instruction and assessment.	1.2. Train teachers in the use of CIA blueprint and test item specs in creating common assessments	1.2. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1.2. Teachers will engage in structured comparison among CIA blueprint, test item specifications, and assessments.	1.2. Test samples and lesson plans.
		1.3. Consistent utilization of data for instructional decision making.	1.3. Train and provide continuous support using the IMS system and use of consistent data collection.	1.3. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1.3. Comparison of student performance on common assessment to specified standardized assessments.	1.3. Benchmark and Mini-Benchmark exams

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		1.4.Ineffective implementation of targeted interventions.	1.4 Differentiated instruction	1.4.. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers RtI Team	1.4. RtI Team and Science PLCs discuss data and problem solve.	1.4. Teacher observations, benchmark and mini assessments.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.	2.1. Lack of hands on experiences due to agency rules.	2.1 Provide training and support to. increase use of smart boards and Safari Montage or other virtual experiences	2.1. Administrator CRT Coaches/Support staff Lead Teacher Science Teachers	2.1. RtI Team and Science PLCs discuss data and problem solve.	2.1. PLC teacher product samples.	
<u>Biology Goal #2:</u> By July 2013, 10% (1 of 10) of students at OYA will achieve a level 3.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.

		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Incorporating Technology into the classroom	6-12 Math	Lead Teacher	All	September 2012	Observation	Lead Teacher Reading Coach Math Coach

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Math PLC's	6-12	Math Coaches	Math Teachers	Monthly meetings	Meeting minutes	Instructional Coaches
					Creation of common plans and assessments	Site Administrators
						Lead Teachers
New Classroom Assessment Tool	All	Administrators	All	Ongoing	Lesson plans	Classroom Administrators
RtI	All	District staff Site Admin. Instructional Coaches	All	Biweekly RtI/progress monitoring meetings	The RtI leadership team will check progress monitoring data, attend a variety of RtI meetings and check meeting logs to be sure that individual student needs are being attended to.	CRT Instructional Coaches Site Administrators Lead Teachers Classroom teachers
Thinking Maps	All	Instructional Coaches CRT	All	New teachers in Sept. Follow ups 1 per quarter	Examples of student work Lesson plans	CRT Instructional Coaches Site Administrators Lead Teachers Classroom teachers
Differentiated Instructional Strategies – Using IMS	All	Instructional Coaches CRT	All	Once per semester and in coaching sessions	Lesson plans	CRT Instructional Coaches Site Administrators Lead Teachers Classroom teachers

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
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)).

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Civics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of 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.	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

Civics Budget (Insert rows as needed)

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

End of Civics Goals

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

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

U.S. History EOC Goals	**Problem-Solving Process to Increase Student Achievement**					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1.	1.1.	1.1.	1.1.	1.1.		
U.S. History Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs
End of U.S. History Goals

Career Education Goals

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

Guiding Questions to Inform the Problem-Solving Process

● What career type does the program offer?

● How does the program provide career exploration for all students?

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

■ For type 3 programs what industry certifications are offered?

■ How many students earned industry certifications?

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

.

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. Career Education Goal	1.1. Students have difficulty securing employment when returning to the community upon release from a DJJ facility.	1.1. Provide students with opportunities to access Career and College Prep Credits course through APEX Learning.	1.1. OYA Career Education Teacher, Lead Teacher, DJJ Resource Teacher	1.1. Completion of certified on-line courses	1.1. Certificates received		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	2012 Current Level :*	2013 Expected Level :*					
To prepare OYA students for the workforce by providing HS students with opportunities to earn Ready to Work certifications and credit in Career and College Prep course through APEX Learning, Introduction to Computers Computing for College and Careers, Computer Applications I&II, Keyboarding and Business skills certifications through on-line courses MS students will have the opportunity to take Computer and Keyboarding Skills..							
	No data available	*No data available*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Career Education Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Community (PLC)
or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Choices Webinar	All	FLDOE	Career Ed. Teacher	TBA	Periodic Check of student participation	Career Ed. Teacher Site Administrator

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

Include only school-based funded activities/materials and exclude district funded activities /materials.	
Evidence-based Program(s)/Materials(s)	
Strategy	Descr
Subtotal:	
Technology	
Strategy	Descr
Subtotal:	
Professional Development	
Strategy	Descr
Subtotal:	

Other	
Strategy	Descr
Grand Total:	

End of Career Education Goal(s)

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Transition Goal(s)

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

Guiding Questions to Inform the Problem-Solving Process

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

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

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. Transition Goal	1.1.Studnets must return to the same environment where Previous offenses occurred..	1.1. Provide students with several options for returning to school, post HS placement, or job possibilities and mentoring opportunities.	1.1.Terri Medus, Transition Coordinator G4S Case Managers, School bases Safe coordinators and Guidance Counselors.	1.1. Post release follow-up and DJJ statistics.	1.1.Excel spread sheet containing follow-up statistics.		
The Title I, part D Compliance monitor/ Transition /Coordinator will target students from OYA who are transitioning back to OCPS. For three to six months after the OCPS student exits OYA she will be in monthly contact with school, mentor, JPO, parent and/or student to ensure a successful transition for all OCPS students.	2012 Current Level :* 2013 Expected Level :*						

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	No data available.	80% of OCPS students leaving OYA during the 2012-13 school year will successfully transition back to school , the community, post education, or employment.				
		1.2. Students are behind in credits and not with there cohort group.	1.2. Provide Orange County Students the opportunity to transfer to Positive Pathways Transition center in order to continue credit retrieval through APEX Learning.	1.2.Terri Medus, Transition Coordinator Guidance Counselor	1.2.Post release follow-up	1.2.OCPS School Management System (SMS)	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Transition Professional Development

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

APEX Training	N/A	APEX Trainer	All OYA instructional personnel, Guidance Counselor, DJJ Resource Teacher, Site Administrator		Successful implementation with students earning credits through APEX Learning seats.	Site Administrator, Guidance Counselor, Reading Coach
Conference attendance	N/A	Conference presenters	Terri Medus, Transition Coordinator and Phyllis Harper Site Administrator	Oct. 14-17, 2012 TBD	Implement any successful strategies learned at conference.	Terri Medus Phyllis Harper

Transition Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Transition coordinator/Title I Compliance Monitor who provides resources for OYA students returning to the community.	Salary	Title I, Part D	To Be Determined
Supplemental materials for credit retrieval		School budget	TBD
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
APEX Training	Internet and one on one training for APEX	School budget	
Subtotal:			
Professional Development			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Strategy	Description of Resources	Funding Source	Available Amount
FEASPA Conferences	Monitoring of federal grant funds	Title I, Part D	Unavailable
Dropout Prevention Conference	Presenter and networking	School Budget	TBD
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.

Guiding Questions to Inform the Problem-Solving Process

2012-2013 School Improvement Plan Juvenile Justice Education Programs

■ What was the attendance rate for 2011-2012?

■ How many students had excessive absences (10 or more) during the 2011-2012 school year?

■ What are the anticipated barriers to decreasing the number of students with excessive absences?

■ What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2012-2013?

■ How many students had excessive tardies (10 or more) during the 2011-2012 school year?

■ What are the anticipated barriers to decreasing the number of students with excessive tardies?

■ What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2012-2013?

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

ATTENDANCE GOAL(S)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance Goal # 1	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A		
N/A	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	Enter numerical data for current attendance rate in this box.	*Enter numerical data for expected attendance rate in this box.*					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	Enter numerical data for current number of absences in this box	*Enter numerical data for expected number of absences in this box.*				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	Enter numerical data for current number of students tardy in this box.	*Enter numerical data for expected number of students tardy in this box.*				
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

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:
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   □No

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

Describe projected use of SAC funds.	Amount
Supplemental material to support improvement in learning gains in reading.	TBD

Describe the activities of the School Advisory Council for the upcoming year.
Monthly meetings, Review progress of 2012-2013 school improvement plan to develop 2013-2014 SIP. They will conduct and review a needs assessment targeting teachers, students, parents and agency personnel where applicable. They will use assessment results to address budget, training, instructional materials, technology, staffing, student support services, specific school safety, discipline strategies, student health and fitness, and indoor environmental air quality. They will participate in school activities to be determined throughout the school year.