

Florida Department of Education



School Improvement Plan (SIP)

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: Juvenile Justice Center School	District Name: Miami-Dade County Public Schools
Principal: Steven Payne, Site Administrator	Superintendent: Alberto M. Carvalho
SAC Chair: Bob Sandmeyer	Date of School Board Approval: Pending

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	*Claire Warren (reporting line of contact for #8141)	SCHOOL PRINCIPAL, VOCATIONAL ED DIRECTOR, TECHNOLOGY EDUCATION	1	20	<table border="0"> <tr> <td></td> <td>'12</td> <td>'11</td> <td>'10</td> <td>'09</td> <td>'08</td> </tr> <tr> <td><u>Lrng Gains-Rdg</u></td> <td><u>N/A</u></td> <td><u>N/A</u></td> <td><u>N/A</u></td> <td><u>N/A</u></td> <td><u>N/A</u></td> </tr> <tr> <td><u>Lrng Gains-Math</u></td> <td><u>N/A</u></td> <td><u>N/A</u></td> <td><u>N/A</u></td> <td><u>N/A</u></td> <td><u>N/A</u></td> </tr> <tr> <td><u>GeometryEOC</u></td> <td><u>N/A</u></td> <td><u>N/A</u></td> <td><u>N/A</u></td> <td><u>N/A</u></td> <td><u>N/A</u></td> </tr> <tr> <td><u>Algebra 1 EOC</u></td> <td><u>N/A</u></td> <td><u>N/A</u></td> <td><u>N/A</u></td> <td><u>N/A</u></td> <td><u>N/A</u></td> </tr> <tr> <td><u>Biology</u></td> <td><u>N/A</u></td> <td><u>N/A</u></td> <td><u>N/A</u></td> <td><u>N/A</u></td> <td><u>N/A</u></td> </tr> <tr> <td><u>AMO</u></td> <td><u>N/A</u></td> <td><u>N/A</u></td> <td><u>N/A</u></td> <td><u>N/A</u></td> <td><u>N/A</u></td> </tr> <tr> <td>—</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>—</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>—</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>—</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>		'12	'11	'10	'09	'08	<u>Lrng Gains-Rdg</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>Lrng Gains-Math</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>GeometryEOC</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>Algebra 1 EOC</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>Biology</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>AMO</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	—						—						—						—					
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Lead Educator	Steven Payne, (Site Administrator)	SOCIAL SCIENCE, VARYING EXCEPTIONALITIES, ED LEADERSHIP	2	10	—	'12	'11	'10	'09	'08
					—					
					<u>Lrng Gains-Rdg</u>	20%	21%	N/A	N/A	N/A
					<u>Lrng Gains-Math</u>	22%	28%	N/A	N/A	N/A
					<u>GeometryEOC</u>	16%	N/A	N/A	N/A	N/A
					<u>Algebra 1 EOC</u>	0%	N/A	N/A	N/A	N/A
					<u>Biology</u>	50%	N/A	N/A	N/A	N/A
					<u>AMO</u>	N/A	N/A	N/A	N/A	N/A
					—					
					—					

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.
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Reading	Gina Graham-Clark	READING, ESOL, MG ENGLISH, ED LEADERSHIP	10	8	—	'12	'11	'10	'09	'08
					<u>Lrng Gains-Rdg</u>	20%	21%	N/A	N/A	N/A
					<u>Lrng Gains-Math</u>	22%	28%	N/A	N/A	N/A
					<u>GeometryEOC</u>	16%	N/A	N/A	N/A	N/A
					<u>Algebra 1 EOC</u>	0%	N/A	N/A	N/A	N/A
					<u>Biology</u>	50%	N/A	N/A	N/A	N/A
					<u>AMO</u>	N/A	N/A	N/A	N/A	N/A
					—					

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.
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LANG ARTS ENGLISH	ANTHONY D. BUSH	ENGLISH, MG ENGLISH	7	22	<u>Lrng Gains-Rdg</u> 20% 21% N/A N/A N/A <u>Lrng Gains-Math</u> 22% 28% N/A N/A N/A <u>GeometryEOC</u> 16% N/A N/A N/A N/A <u>Algebra 1 EOC</u> 0% N/A N/A N/A N/A <u>Biology</u> 50% N/A N/A N/A N/A <u>AMO</u> N/A N/A N/A N/A N/A
MATHEMATICS	DESRICK A. CAMPBELL	MATH, COMPUTER SCIENCE	7	7	<u>Lrng Gains-Rdg</u> 20% 21% N/A N/A N/A <u>Lrng Gains-Math</u> 22% 28% N/A N/A N/A <u>GeometryEOC</u> 16% N/A N/A N/A N/A <u>Algebra 1 EOC</u> 0% N/A N/A N/A N/A <u>Biology</u> 50% N/A N/A N/A N/A <u>AMO</u> N/A N/A N/A N/A N/A
SOCIAL SCIENCE	MARY J. CONNORS	ENGLISH, SOCIAL SCIENCE, ED LEADERSHIP	3	19	<u>Lrng Gains-Rdg</u> 20% 21% N/A N/A N/A <u>Lrng Gains-Math</u> 22% 28% N/A N/A N/A <u>GeometryEOC</u> 16% N/A N/A N/A N/A <u>Algebra 1 EOC</u> 0% N/A N/A N/A N/A <u>Biology</u> 50% N/A N/A N/A N/A <u>AMO</u> N/A N/A N/A N/A N/A

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MATHEMATICS	SHARON I. DAVIS	BUS ED, MG MATH	8	17	<u>Lrng Gains-Rdg</u> 20% 21% N/A N/A N/A <u>Lrng Gains-Math</u> 22% 28% N/A N/A N/A <u>GeometryEOC</u> 16% N/A N/A N/A N/A <u>Algebra 1 EOC</u> 0% N/A N/A N/A N/A <u>Biology</u> 50% N/A N/A N/A N/A <u>AMO</u> N/A N/A N/A N/A N/A
SOCIAL SCIENCE	JOSEPH E. DELANEY	SOCIAL SCIENCE, MG ENGLISH, MIDDLE GRADES, TC WORK EX	13	28	<u>Lrng Gains-Rdg</u> 20% 21% N/A N/A N/A <u>Lrng Gains-Math</u> 22% 28% N/A N/A N/A <u>GeometryEOC</u> 16% N/A N/A N/A N/A <u>Algebra 1 EOC</u> 0% N/A N/A N/A N/A <u>Biology</u> 50% N/A N/A N/A N/A <u>AMO</u> N/A N/A N/A N/A N/A
READING	ROSE M. EASON	ELEM ED, EXCEPTIONAL STUDENT EDUCATION, READING, ESOL	1	9	<u>Lrng Gains-Rdg</u> N/A N/A N/A N/A N/A <u>Lrng Gains-Math</u> N/A N/A N/A N/A N/A <u>GeometryEOC</u> N/A N/A N/A N/A N/A <u>Algebra 1 EOC</u> N/A N/A N/A N/A N/A <u>Biology</u> N/A N/A N/A N/A N/A <u>AMO</u> N/A N/A N/A N/A N/A

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SCIENCE BIOLOGY	VONDOLYN HIGHTOWER	BIOLOGY	7	7	<u>Lrng Gains-Rdg</u> _____ 20% 21% N/A N/A N/A
					<u>Lrng Gains-Math</u> _____ 22% 28% N/A N/A N/A
					<u>GeometryEOC</u> _____ 16% N/A N/A N/A N/A
					<u>Algebra 1 EOC</u> _____ 0% N/A N/A N/A N/A
					<u>Biology</u> _____ 50% N/A N/A N/A N/A
					<u>AMO</u> _____ N/A N/A N/A N/A N/A
N BUSINESS EDUCATIO N	DARIN L. ODEN	BUS ED, PHYS ED	15	15	<u>Lrng Gains-Rdg</u> _____ 20% 21% N/A N/A N/A
					<u>Lrng Gains-Math</u> _____ 22% 28% N/A N/A N/A
					<u>GeometryEOC</u> _____ 16% N/A N/A N/A N/A
					<u>Algebra 1 EOC</u> _____ 0% N/A N/A N/A N/A
					<u>Biology</u> _____ 50% N/A N/A N/A N/A
					<u>AMO</u> _____ N/A N/A N/A N/A N/A
MATHEMAT ICS	JACQUELLE E. SCONIERS	BUS ED, EXCEPTIONAL STUDENT EDUCATION, MG MATH	11	11	<u>Lrng Gains-Rdg</u> _____ 20% 21% N/A N/A N/A
					<u>Lrng Gains-Math</u> _____ 22% 28% N/A N/A N/A
					<u>GeometryEOC</u> _____ 16% N/A N/A N/A N/A
					<u>Algebra 1 EOC</u> _____ 0% N/A N/A N/A N/A
					<u>Biology</u> _____ 50% N/A N/A N/A N/A
					<u>AMO</u> _____ N/A N/A N/A N/A N/A

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Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Applicant Tracking System	Administration	Ongoing 2013	
2. Networking	School District	Ongoing 2013	
3.			
4.			

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessionals that are teaching out-of-field and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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<p>1 {5.55%} out-of-field</p> <p>0 { 0% } not highly effective</p>	<p>Competency(s) 1-5 must be completed by the end of the 2012-2013 school year to meet reading endorsement requirements:</p> <p>Competency 1: Phonemic Awareness/Phonics</p> <p>Competency 2: Vocabulary</p> <p>Competency 3: Fluency</p> <p>Competency 4: Comprehension</p> <p>Competency 5: Practicum</p>
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Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
18	0 (0.00%)	2 (11.11%)	7 (38.89%)	9 (50.00%)	12 (66.67%)	18 (100%)	2 (11.11%)	0 (0.00%)	5 (27.78%)

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
Not Applicable	N/A	N/A	N/A

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

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

Reading strategies are implemented in all content areas. All staff is afforded the opportunity to participate in applicable Professional Development. The Literacy Leadership Team monitors the implementation of school-wide literacy strategies.

****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?

Middle and high school students are provided a computer technology course that aligns to the Career and Technical Education Program (CTE).

This course is designed to provide a basic overview of current business and information systems, trends, and introduce students to the basics and foundations required for today's business environment.

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?

Middle and high school students are provided a computer technology course. This course will rotate through content which includes software applications, digital publishing, fundamental word processing and applications with emphasis on decision making, real-world problem solving, and career development that is interwoven throughout the curriculum to enhance personal and work place proficiency in an information-based society. Student course schedules are developed in accordance with the District's Pupil Progression Plan/Department of Education Course Code Directory and is reflective of the student's schedule at his or her home school.

Counseling staff meets with students upon entry to review matriculation and/or graduation requirements and options. Counseling staff also works with students and their families to ensure that continuity of instruction is maintained once students are released from detention.

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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 Florida Postsecondary Education Readiness Test (PERT) is used to better gauge a student's readiness for college and accurately place students in classes to increase their progression rates. This test provides placement and diagnostic capabilities aligned with the Florida Common Core College and Career Readiness Standards. This tool, combined with the test's diagnostic capability in math, reading, and writing will provide targeted feedback to help educators better identify students' specific strength areas, as well as areas where improvement is needed.

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

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		

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<p>1. Percentage of students making learning gains— in reading.</p> <p><u>Reading Goal #1:</u></p>	<p>1.1. The area of deficiency as noted on the 2012 administration of the Reading FCAT was <u>Reporting Category 4 – Informational Text and Research Process.</u></p>	<p>1.1. The following instructional strategies will be utilized to support Reporting Category 4: The use of illustrations/ diagrams, highlighting texts, , summarizing, question-answer relationships; and reading for a specific purpose to include the use of online interactive lessons through United Streaming to support the reading strategy.</p> <p>The student will assess, organize, synthesize, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of</p>	<p>1.1. LLT Team, Administrator</p>	<p>1.1. Following the FCIM process, review formative monthly assessment data reports and District Interim Data during LLT meetings to ensure student progress and adjust interventions as needed.</p> <p>Provide certificates to honor roll students and students making progress in reading through Student of the Week school initiatives. Behavior modification incentives will include i.e. journals and/or boxed set of novels.</p>	<p>1.1. Formative: Monthly Assessments District Interim Data reports, FAIR</p> <p>Summative: 2013 FCAT Reading Assessment results</p>		
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		techniques, and correctly use standardized citations)					
The results of the 2012 FCAT Reading Test indicate that 20% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage points of students making learning gains by 10 percentage points to 30%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	20% {13}	30% {19}					
		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	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
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Objectives (AMOs), Reading and Math Performance Target							
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Reading Goal #2:</u> Based on Ambitious but Achievable Annual Measurable Objectives (AMOs) in Reading and Math Performance Targets, our goal for the 2011-2017 is to reduce the percent of non-proficient students by 50%.							

Reading 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

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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
Common Core State Standards	6-12	District Curriculum Specialist	6-12/School-wide	Beginning Aug. 16,2012 (bi-weekly)	Mini-assessments, work samples, observations	LLT Team, Administrator
	6-12	E2020	6-12/School-wide	June 6, 2012	Generated reports, observations	LLT Team, Administrator
E-O-C/E2020 Training LA/Reading Pacing Guides aligned to Discovery Education	6-12	District Trainer Reading Chair	6-12/School-wide	September 17, 2012	Mini-assessments, work samples, observations	LLT Team, Administrator

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
Interactive online lessons for all subject areas	United Streaming	School funds	2000.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Individualized student assistance program to support curriculum	Brainpop!	School funds	1,000.00
Enrichment support for ESOL, level 1 & 2 students	notebook computers	School funds	5000.00

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Online program to support vocabulary throughout the core classes	flocabulary	School funds	1000.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Support literacy instruction in Goal #1	Scholastic Action magazines	Scholastic Action magazines	500.00
Supplementary material to support curriculum and instruction Goal #1	library novels	School funds	1000.00
Provide classroom book sets on wheels to various classes Goal #1	book mobile cart	School funds	1000.00
Nonfictional critical reading series that addresses the 5 areas in reading Goal #1	nonfictional critical reading series	School funds	3000.00
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

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- 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.
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- 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		

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<p>I. Percentage of students making learning gains in mathematics.</p> <p>—</p> <p><u>Mathematics Goal #1:</u></p>	<p>1.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics was Reporting Category 3 in Grade 6: Fractions, Ratios, Proportional Relationships and Statistics</p>	<p>1.1 The following instructional strategies will be utilized to support Reporting Category 3:</p> <p>Use manipulatives (i.e., Cuisin aire Rods) to introduce basic mathematical concepts, such as addition, subtraction, multiplication, division, fractions, geometry, charts and algebra.</p>	<p>1.1. Administrator, Math Chair</p>	<p>1.1. Review formative monthly assessment data reports during department meetings, following the FCIM process, to ensure student progress and adjust instruction as needed.</p> <p>Provide certificates to honor roll students and students making progress in math through Student of the Week school initiatives. Behavior modification incentives will include i.e. journals and/or boxed set of novels.</p>	<p>1.1. Formative: Monthly assessments, District Interim Data reports, CAP-Computer Assisted Program reports generated from Gizmos and Brainpop!</p> <p>Summative: 2013 FCAT Mathematics assessment results</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

		<p>Infusing literacy in the mathematics classroom to include the use of mathematics terminology embedded throughout each lesson by the teacher and eliminate student misconceptions.</p>					
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The results of the 2012 FCAT Mathematics Test indicate that 22% of students made learning gains.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage points of students making learning gains by 10 percentage points to 32%</p>	22% {6}	32% {8}					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		<p>1.2. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics was Reporting Category 3 in Grade 7: Geometry and Measurement</p>	<p>1.2. Use <i>Hands-on</i> activities to explore area and volume using nontraditional units of measure. (i.e., using nets, construct cubes, prism, and tetrahedrons of different scales and compare the ratios of edge length, area, and volume of the models and opportunities to complete more rigorous mathematical problems involving measurement calculations.</p> <p>Infusing literacy in the mathematics classroom to include the use of mathematics terminology embedded throughout each lesson by the teacher and students will eliminate misconceptions.</p>	<p>1.2. Administrator, Math Chair</p>	<p>1.2. Review formative monthly assessment data reports during department meetings, following the FCIM process, to ensure student progress and adjust instruction as needed.</p> <p>Provide certificates to honor roll students and students making progress in math through Student of the Week school initiatives. Behavior modification incentives will include i.e. journals and/or boxed set of novels.</p>	<p>1.2. Formative: Monthly assessments, District Interim Data reports, CAP-Computer Assisted Program reports generated from Gizmos and Brainpop</p> <p>Summative: 2013 FCAT Mathematics assessment results</p>	
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

		<p>1.3. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics was Reporting Category 3 in Grade 8: Geometry and Measurement</p>	<p>1.3. Provide opportunities for students to use similar triangles to solve problems that include height and distances and use <i>manipulatives</i> to explore area and volume using non-traditional units of measure. (i.e., using nets, construct cubes, prism, and tetrahedrons of different scales and compare the ratios of edge length, area, and volume of the models).</p> <p>Infusing literacy in the mathematics classroom to include the use of mathematics terminology embedded throughout each lesson by the teacher and students will eliminate misconceptions.</p>	<p>1.3. Administrator, Math Chair</p>	<p>1.3. Review formative monthly assessment data reports during department meetings, following the FCIM process, to ensure student progress and adjust instruction as needed.</p> <p>Provide certificates to honor roll students and students making progress in math through Student of the Week school initiatives. Behavior modification incentives will include i.e. journals and/or boxed set of novels.</p>	<p>1.3. Formative: Monthly assessments, District Interim Data reports, CAP-Computer Assisted Program reports generated from Gizmos and Brainpop</p> <p>Summative: 2013 FCAT Mathematics assessment results</p>	
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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						
<p><u>Mathematics Goal #2:</u></p> <p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs) in Reading and Math Performance Targets, our goal for the 2011-2017 is to reduce the percent of non-proficient students by 50%.</p>							

Algebra End-of-Course (EOC) Goals

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. Students scoring at Achievement Level 3 in Algebra.</p>	<p>I.1. The area of deficiency as noted on the 2012 administration of the <u>End-of-Course Assessment for Algebra 1</u> was Reporting Category 1: Functions. Linear Equations and Inequalities</p>	<p>I.1. Provide all students with more practice in solving real-world problems involving relations and functions and provide students with more practice in finding the pattern, writing the rule, and determining the function for a given sequence of numbers</p> <p>Infusing literacy in the mathematics classroom to include the use of mathematics terminology embedded throughout each lesson by the teacher and eliminate student misconceptions.</p>	<p>I.1. Administrator, Math Chair</p>	<p>I.1. Review formative monthly assessment data reports during department meetings, following the FCIM process, to ensure student progress and adjust instruction as needed.</p> <p>Provide certificates to honor roll students and students making progress in math through Student of the Week school initiatives. Behavior modification incentives will include i.e. journals and/or boxed set of novels.</p>	<p>I.1. Formative: Monthly assessments, District Interim Data reports, CAP-Computer Assisted Program reports generated from Gizmos and Brainpop</p> <p>Summative: 2013 Algebra EOC assessment results</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

<u>Algebra Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The results of the 2012 Algebra 1 End of Course Assessment indicates that 0% of the students met proficiency level(s).</p> <p>Our goal for the 2012-2013 school year is to increase the number of students making proficiency on the Algebra 1 End of Course Assessment by 1 student.</p>							
	0% {0}	70% {1}					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</p>	<p>2.1. The area of deficiency as noted on the 2012 administration of the <u>End-of-Course Assessment for Algebra 1</u> was Reporting <u>Category 3:</u> Rationals, Radicals, Quadratics, and Discrete Mathematics</p>	<p>2.1. Provide students with more practice using quadratic equations to solve real-world problems Use literature in mathematics to provide the necessary meaning of algebraic concepts through guided practice and closure of the lesson.</p>	<p>2.1. Administrator, Math Chair</p>	<p>2.1. Review formative monthly assessment data reports during department meetings, following the FCIM process, to ensure student progress and adjust instruction as needed. Provide certificates to honor roll students and students making progress in math through Student of the Week school initiatives. Behavior modification incentives will include i.e. journals and/or boxed set of novels.</p>	<p>2.1. Formative: Monthly assessments, District Interim Data reports, CAP-Computer Assisted Program reports generated from Gizmos and Brainpop Summative: 2013 Algebra EOC assessment results</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

<u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The results of the 2012 Algebra 1 End of Course Assessment indicate that 0% of the students met proficiency level(s).</p> <p>Our goal for the 2012-2013 school year is to increase the number of students making proficiency on the Algebra 1 End of Course Assessment by 1 student.</p>							
	0% {0}	30% {1}					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		2.2. The area of deficiency as noted on the 2012 administration of the <u>End-of-Course Assessment for Algebra 1 was Reporting Category 3: Rationals, Radicals, Quadratics, and Discrete Mathematics</u>	2.2. Provide students with opportunities to formulate and use different strategies to solve one-step and two-step linear equations, including equations with rational coefficients. Use literature in mathematics to provide the necessary meaning of algebraic concepts through guided practice and closure of the lesson.	2.2. Administrator, Math Chair	2.2. Review formative monthly assessment data reports during department meetings, following the FCIM process, to ensure student progress and adjust instruction as needed. Provide certificates to honor roll students and students making progress in math through Student of the Week school initiatives. Behavior modification incentives will include i.e. journals and/or boxed set of novels.	2.2. Formative: Monthly assessments, District Interim Data reports, CAP-Computer Assisted Program reports generated from Gizmos and Brainpop Summative: 2013 Algebra EOC assessment results	
		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						

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		
<p>1. Students scoring at Achievement Level 3 in Geometry.</p>	<p>1.1. The area of deficiency as noted on the 2012 administration of the End-of-Course Assessment for Geometry was Reporting Category 1: Two-Dimensional Geometry</p>	<p>1.1. Provide students with practice in deriving the formulas for perimeter and/or area of polygons and practice using methods of direct and indirect proof to determine whether a proof is logically valid</p> <p>Infusing literacy in the mathematics classroom to include the use of mathematics terminology embedded throughout each lesson by the teacher and students will eliminate misconceptions.</p>	<p>1.1. Administrator, Math Chair</p>	<p>1.1. Review formative monthly assessment data reports during department meetings, following the FCIM process, to ensure student progress and adjust instruction as needed.</p> <p>Provide certificates to honor roll students and students making progress in math through Student of the Week school initiatives. Behavior modification incentives will include i.e. journals and/or boxed set of novels.</p>	<p>1.1 Formative: Monthly assessments, District Interim Data reports, CAP-Computer Assisted Program reports generated from Gizmos and Brainpop</p> <p>Summative: 2013 Geometry EOC assessment results</p>		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p><u>Geometry Goal #1:</u></p> <p>The results of the 2012 Geometry End of Course Assessment indicate that 0% of the students met proficiency level(s).</p> <p>Our goal for the 2012-2013 school year is to increase the percentage points of students meeting proficiency by 7 percentage point t 23% on the Geometry End-of-Course assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>16% {1}</p>	<p>23% {2}</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>	<p>2.1. The area of deficiency as noted on the 2012 administration of the <u>End-of-Course Assessment for Geometry</u> was Reporting <u>Category 3: Three-Dimensional Geometry</u></p>	<p>2.1. Provide inductive reasoning strategies that include discovery learning activities</p> <p>Use literature in mathematics to provide the necessary meaning of geometric concepts through guided practice and closure of the lesson.</p>	<p>2.1. Administrator, Math Chair</p>	<p>2.1. Review formative monthly assessment data reports during department meetings, following the FCIM process, to ensure student progress and adjust instruction as needed.</p> <p>Provide certificates to honor roll students and students making progress in math through Student of the Week school initiatives. Behavior modification incentives will include i.e. journals and/or boxed set of novels.</p>	<p>2.1. Formative: Monthly assessments, District Interim Data reports, CAP-Computer Assisted Program reports generated from Gizmos and Brainpop</p> <p>Summative: 2013 Geometry EOC assessment results</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

<u>Geometry Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The results of the 2012 Geometry End of Course Assessment indicate that 0% of the students met proficiency level(s).</p> <p>Our goal for the 2012-2013 school year is to increase the percentage points of students meeting proficiency by 3 percentage point to 3% on the Geometry End-of-Course assessment.</p>							
	0% (0)	3% { 1 }					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		2.2. The area of deficiency as noted on the 2012 administration of the <u>End-of-Course Assessment for Geometry</u> was Reporting <u>Category 3: Three-Dimensional Geometry</u>	2.2. Provide students with practice using methods of direct and indirect proof to determine whether a proof is logically valid and assist teachers with effective strategies for integrating technology in their lesson designs Use literature in mathematics to provide the necessary meaning of geometric concepts through guided practice and closure of the lesson.	2.2. Administrator, Math Chair	2.2. Review formative monthly assessment data reports during department meetings, following the FCIM process, to ensure student progress and adjust instruction as needed. Provide certificates to honor roll students and students making progress in math through Student of the Week school initiatives. Behavior modification incentives will include i.e. journals and/or boxed set of novels.	2.2. Formative: Monthly assessments, District Interim Data reports, CAP-Computer Assisted Program reports generated from Gizmos and Brainpop Summative: 2013 Geometry EOC assessment results	
		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						

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p><u>Geometry Goal #3:</u></p> <p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs) in Reading and Math Performance Targets, our goal for the 2011-2017 is to reduce the percent of non-proficient students by 50%.</p>							
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**Mathematics Professional Development
Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

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

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

Common Core State Standards	6-12	District Curriculum Specialist	6-12 /school-wide	Beginning Aug. 16,2012 (bi-weekly)	Mini-assessments, work samples, observations	Administration, Math Chair
E-O-C/E2020 Training	6-12	E2020	6-12 /school-wide	June 6, 2012 & August 1, 2012	Generated reports, observations	Administration, Math Chair
Infusing Common Core Standards w/ Discovery Education	6-12	District Trainer Math Chair	6-12 /school-wide	October 25, 2012	Mini-assessments, work samples, observations	Administration, Math Chair

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
Math manipulative in preparation for EOC Assessment/FCAT 2.0	Graphing Calculators	School funds	2980.00
To support core instruction in math	SMARTboard software-math tools	School funds	300.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Goal #1: Materials to support classroom instruction and hands-on student engagement	Ruled graphing paper, individual student eraser boards, AAA batteries for graphing calculators	School funds	300.00
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						
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

	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. The area of deficiency as noted on the 2012 administration of the <u>End-of-Course Assessment for Biology was Reporting Category 3: Classification, Heredity, and Evolution_</u>	1.1. Instruction in all high school courses adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides	1.1. Administrator, Science teacher	1.1. Review formative monthly assessment data reports during department meetings, following the FCIM process, to ensure student progress and adjust instruction as needed. Provide certificates to honor roll students and students making progress in Science through Student of the Week school initiatives.	1.1. Formative: Monthly assessments, Chapter/unit assessments, and post tests Summative: 2013 Biology I End Of Course Exam		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<u>Biology Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The results of the 2012 Biology I EOC Assessment indicate that 0% of the students met proficiency level(s).</p> <p>Our goal for the 2012-2013 school year is to increase the percentage points of students meeting proficiency by 7 percentage point to 57% on the Biology I End-of-Course Assessment</p>	50% {1}	57% {1}					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<p>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:</p>	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

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</p>	<p>2.1. The area of deficiency as noted on the 2012 administration of the <u>End-of-Course Assessment for Biology was Reporting Category 1: Molecular and Cellular Biology</u></p>	<p>2.1. Provide inquiry-based laboratory activities of life and environmental science systems, for students to make connections to real-life experiences, and explain and write about their results and their experiences.</p>	<p>2.1. Administrator, Science teacher</p>	<p>2.1. Review formative monthly assessment data reports during department meetings, following the FCIM process, to ensure student progress and adjust instruction as needed. Provide certificates to honor roll students and students making progress in Science through Student of the Week school initiatives.</p>	<p>2.1 Formative: Monthly assessments, Chapter/unit assessments, and post tests Summative: 2013 Biology I End Of Course Exam</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

<u>Biology Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The results of the 2012 Biology I EOC Assessment indicate that 0% of the students met proficiency level(s).</p> <p>Our goal for the 2012-2013 school year is to increase the percentage points of students meeting proficiency by 7 percentage points to 7% on the Biology I End-of-Course Assessment</p>							
	0% {0}	7% {1}					
		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

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

**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
Common Core State Standards	6-12	District Curriculum Specialist	6-12/School-wide	Beginning Aug. 16,2012 (bi-weekly)	Mini-assessments, work samples, observations	LLT team, Administrator

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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)).

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. Students scoring at Achievement Level 3 in Civics.</p>	<p>1.1. Students have limited understanding and knowledge of Civics content which aligns to tested End of Course Exam Benchmarks.</p>	<p>1.1. Utilize District published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.</p>	<p>1.1. Administrator</p>	<p>1.1. Review formative monthly assessment data reports during department meetings, following the FCIM process, to ensure student progress and adjust instruction as needed. Provide certificates to honor roll students and students making progress in Civics through Student of the Week school initiatives.</p>	<p>1.1. Formative: Monthly assessments, Chapter/unit assessments, and post tests</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p><u>Civics_Goal #1:</u></p> <p>The results of the 2012 District Baseline Assessment indicate that 0% of the students met proficiency level(s).</p> <p>Our goal for the 2012-2013 school year is to increase the percentage points of students meeting proficiency by 10 percentage points to 10% on the Civics End-of-Course Assessment</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0% {0}</p>	<p>10% {0}</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</p>	<p>2.1. Students have limited understanding and knowledge of Civics content when they are asked to synthesize real world information utilizing charts, maps, and other graphic representations.</p>	<p>2.1. Provide opportunities for students to strengthen their abilities to read and interpret graph ,charts maps, timelines, political cartoons, and other graphic representations.</p>	<p>2.1. Administrator</p>	<p>2.1. Review formative monthly assessment data reports during department meetings, following the FCIM process, to ensure student progress and adjust instruction as needed.</p> <p>Provide certificates to honor roll students and students making progress in Civics through Student of the Week school initiatives.</p>	<p>2.1. Formative: Monthly assessments, Chapter/unit assessments, and post tests</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

<u>Civics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The results of the 2012 District Baseline Assessment indicate that 0% of the students met proficiency level(s).</p> <p>Our goal for the 2012-2013 school year is to increase the percentage points of students meeting proficiency by 10 percentage points to 10% on the Civics End-of-Course Assessment</p>							
	0% {0}	10% {0}					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Civics Professional Development

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
Social Studies Best Practices and Author Gilbert King Civics / History	6-12	District Curriculum Specialist	Social Science teachers	November 14, 2012	Mini-assessments, work samples, observations	LLT Team, Administrator
Federal Reserve Bank Workshop/	6-12	District Curriculum Specialist	Social Science teachers	August 10, 2012	Mini-assessments, work samples, observations	LLT Team, Administrator
International Economic Common Core State Standards	6-12	District Curriculum Specialist	6-12/School-wide	Beginning Aug. 16,2012 (bi-weekly)	Mini-assessments, work samples, observations	LLT Team, Administrator

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						
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>1. Students scoring at Achievement Level 3 in U.S. History.</p>	<p>1.1. Students have limited understanding and knowledge of the U.S. Constitution</p>	<p>1.1. Utilize District published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.</p>	<p>1.1. Administrator</p>	<p>1.1. Review formative monthly assessment data reports during department meetings, following the FCIM process, to ensure student progress and adjust instruction as needed Provide certificates to honor roll students and students making progress in U.S. History through Student of the Week school initiatives.</p>	<p>1.1. Formative: Monthly assessments, Chapter/unit assessments, and post tests Summative: 2013 U. S. History End Of Course Exam</p>		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<u>U.S. History Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The results of the 2012 District Baseline Assessment indicate that 0% of the students met proficiency level(s).</p> <p>Our goal for the 2012-2013 school year is to increase the percentage points of students meeting proficiency by 10 percentage points to 10% on the U.S. History End-of-Course Assessment</p>							
	0% {0}	10%{0}					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</p>	<p>2.1. Students have limited understanding and knowledge of the U.S. Constitution</p>	<p>2.1 Provide opportunities for students to write to inform and to persuade.</p>	<p>2.1. Administrator</p>	<p>2.1. Review formative monthly assessment data reports during department meetings, following the FCIM process, to ensure student progress and adjust instruction as needed. Provide certificates to honor roll students and students making progress in U.S. History through Student of the Week school initiatives.</p>	<p>2.1. Formative: Monthly assessments, Chapter/unit assessments, and post tests Summative: 2013 U. S. History End Of Course Exam</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

U. S. History Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>The results of the 2012 District Baseline Assessment indicate that 0% of the students met proficiency level(s).</p> <p>Our goal for the 2012-2013 school year is to increase the percentage points of students meeting proficiency by 10 percentage points to 10% on the Civics End-of-Course Assessment</p>							
	0% {0}	10% {0}					
		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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
Common Core State Standards	6-12	District Curriculum Specialist	6-12/School-wide	Beginning Aug. 16,2012 (bi-weekly)	Mini-assessments, work samples, observations	LLT Team, Administrator
11 th Grade US History EOC Exam w/Discovery Education	9-12	District Curriculum Specialist	Social Science teachers	July 26 & August 9, 2012	Mini-assessments, work samples, observations	LLT Team, Administrator
Federal Reserve Bank Workshop/	6-12	District Curriculum Specialist	Social Science teachers	August 10, 2012	Mini-assessments, work samples, observations	LLT Team, Administrator
International Economic Social Studies Best Practices and Author Gilbert King Civics / History	6-12	District Curriculum Specialist	Social Science teachers	November 14, 2012	Mini-assessments, work samples, observations	LLT Team, Administrator

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

Include only school-based funded			
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

End of U.S. History Goals

Career Education Goals

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

Guiding Questions to Inform the Problem-Solving Process

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

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

<p>I. Career Education Goal</p>	<p>I.1. CTE teacher is not certified with industry certification.</p>	<p>I.1. CTE teacher attends Professional Development Institute (PDI) sessions during summer and fall training for instruction in certification skills.</p>	<p>I.1. Administrator</p>	<p>I.1. Administrator monitors the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests.</p>	<p>I.1. The number of students who receive industry certification during the 2012-2013 school year.</p>		
<p>Increase industry certification in middle/high school CTE courses by 10%.</p>	<p><u>2012 Current Level</u> :*</p>	<p><u>2013 Expected Level</u> :*</p>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	0 {0%}	10 {10%}					
		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 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
Web Design Introduction	6-12	Industry Certified Specialist	6-12 CTE Instructor	July 15, 2012	Mini-assessments, work samples, observations	Administration

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Word I	6-12	Industry Certified Specialist	6-12 CTE Instructor	August 15, 2012	Mini-assessments, work samples, observations	Administration
Powerpoint I	6-12	Industry Certified Specialist	6-12 CTE Instructor	August 15, 2012	Mini-assessments, work samples, observations	Administration
Common Core State Standards	6-12	District Curriculum Specialist	6-12 /school-wide	Beginning Aug. 16,2012 (bi-weekly)	Mini-assessments, work samples, observations	Administration, LLT Team

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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
Maintain information for Parent Resource Center in the lobby	Student Services Brochure, school brochure, colored roll paper, pencils w/ school logo and contact information	School funds	500.00

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Grand Total:			

End of Career Education Goal(s)

Transition Goal(s)

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

<p>Guiding Questions to Inform the Problem-Solving Process</p>
<ul style="list-style-type: none"> • 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

<p>I. Transition Goal</p>	<p>I.1. Parents are unfamiliar with the re-enrollment process of students transitioning into an alternative program because of language barriers and/or are over the age limit to return to their home school.</p>	<p>I.1. Provide parents step-by-step procedures regarding reenrollment into traditional schools and/or adult vocational educational centers. Infuse transition guidelines and information into JJCS's school's website.</p>	<p>I.1. School Counselor</p>	<p>I.1. Monitor weekly the number of students transitioning to their home school (i.e alternative programs, residential programs, adult/vocational centers) through ISIS and/or DJJ daily intake/ withdrawal roster.</p>	<p>I.1. Student transition log/Parent follow-up log Transition of student records to state program documentation log</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>Our goal for the 2012-2013 school year is to increase the number of students returning to an educational placement by 10%</p>	<p>2012 Current Level :*</p>	<p>2013 Expected Level :*</p>					
	<p>43% {621}</p>	<p>53% {683}</p>					
		<p>1.2. All Career exploration activities and presentations are limited to the on-site campus.</p>	<p>1.2. Pre/post career assessment will be conducted bi-weekly, employability seminars, and monthly on-site career exploration activities will be presented via guest speakers, demonstrations from post secondary educational colleges and other community-based organizations.</p>	<p>1.2. Student Services Department</p>	<p>1.2. Post career assessment to determine student awareness and understanding of available post-secondary resources and career opportunities.</p>	<p>1.2. Community and business-based presentations and visitation logs Student Participation log Pre/post student career assessments</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

Transition Professional Development

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	Subtotal:	
Professional Development		
Strategy		Descr
	Subtotal:	
Other		
Strategy		Descr
	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		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. Attendance Goal # 1</p>	<p>1.1. Students are sometimes confined to bedrest, attending court appearances, receiving mental health services off-campus, or general health services at Jackson Memorial Hospital (JMH).</p>	<p>1.1. Maintain all documentation via the Registrar of daily student attendance.</p>	<p>1.1. School Counselor, Registrar</p>	<p>1.1. Monitor weekly the number of students registering and/or withdrawing from school.</p>	<p>1.1 DJJ Daily Admission and Release Document</p>		
<p>Our goal for the 2012-2013 school year is to maintain the number of students attending school at 98%.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>98% (511)</p>	<p>98% (511)</p>					
	<p><u>2012 Current Number of Students with Excessive Absences</u> (10 or more)</p>	<p><u>2013 Expected Number of Students with Excessive Absences</u> (10 or more)</p>					
	<p>183</p>	<p>174</p>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	83	78					
		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.

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

Attendance Budget (Insert rows as needed)

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	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.

X **Yes**

No

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

Describe projected use of SAC funds.	Amount
Honor Roll Students, Student of the Week (replenish certificates, certificate jackets, parchment paper)	350.00
Behavior Modification incentives (composition notebooks/journals, boxed sets of novels)	1000.00
FCAT incentives/afterschool tutorial incentives (snacks, supplies, journals, certificates)	350.00

Describe the activities of the School Advisory Council for the upcoming year.
<p>Juvenile Justice Center School in collaboration with the SAC assists in developing, approving, and monitoring progress for the School Improvement Plan. Listed below are some of the functions of the SAC.</p> <ul style="list-style-type: none"> ● Reaches out to the Miami-Dade Community-at-large to obtain more partners. ● Analyze current program, (FCIMS) ● Discusses disaggregated data to address academic, behavioral, and social needs of struggling students. ● and, Align resources to best meet the needs of students. <p>The goal for the 2012-2013 school year is to organize, coordinate, and implement technology programs that will support academic achievement and provide all supplemental materials needed for the learning environment.</p>