FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
for Juvenile Justice Education Programs

2012–2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: AMIKIDS SpaceCoast	District Name: Brevard
Principal: Dr. Kimberly Rogers	Superintendent: Dr. Brian Binggeli
SAC Chair: Toniamae Dykes	Date of School Board Approval:

Student Achievement Data:

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Principal	Dr. Kimberly Rogers	Ed. D.	2	18	
Lead Educator					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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	Toniamae Dykes	Reading Specialist MA Elementary Education BS ESOL	3	9	Effective Performance Appraisal

Effective and Highly Effective Teachers

List your school's highly effective teachers and briefly describe their certification(s), number of years at the current school, number of years as a teacher, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. *Highly effective teachers refers to teachers who provide instruction in core academic subjects, hold an acceptable bachelor's degree or higher, have a valid temporary or professional certificate, and whose students demonstrate learning gains via the common assessment, end of course exams, or any supplemental assessment the school uses.*

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Teacher	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Reading English LA	Elaine Cajigas	B.A. English M.Ed Reading ESOL K-12 English 5-9 English 6-12 Reading K-12 Reading Endorsement	2	13	
Social Studies Careers	Jim Cunningham	B.A. Legal Studies LLD 6-12 Social Science ESE K-12 Earth Space Science 6-12	4.5	4.5	
Math Science	Ruby Kehayias	Earth Space Science 6-12	0	11	

2012-2013 School Improvement Plan Juvenile Justice Education Programs
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. Provide professional development opportunities to maintain professional certifications.	Principal	Continuous	
2. Competitive Salaries	Director of Ed	Continuous	
3. Merit Increases, Bonus	Regional Director of Ed	Annually	
4. Flexible Vacation time/PTO	Director of Ed	Continuous	

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs
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
3	0	33.3%	66.7%	0	33.3%	100%	33.3%	0	33.3%

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			

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.

Brevard County will be looking closely at the Common Core Reading Standards and discussing their impact on instruction. There will be two mandatory district in-service days dedicated to delivering professional development with the focus on aligning CCSS with the county's curriculum. Following the professional development, administrators will monitor implementation through the teacher appraisal system. Support will be provided by the reading coach as needed.

High Schools Only

Note: Required for High School- Sec. 1003.413 (2)(g)(j) F.S.
How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Through courses offered and Common Core State Standards, relationships between course work and real world scenarios are built.

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?

Upon entry to the school, students take a learning styles inventory, a career interest inventory, and meet with a guidance counselor/transition coordinator to develop a class schedule.

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.

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

READING GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Percentage of students making learning gains- in reading. Reading Goal #1: Utilize B.E.S.T. strategies to increase student learning gains in reading.	2012 Current Level of Performance:* **According to STAR data, 59% (30) of the students made learning gains.**	2013 Expected Level of Performance:* **According to STAR data, 65% of the students will make a learning gain.**	1.1 Historic levels of previous chronic truancy and significant academic disconnects associated with being off grade level and a predominance of at-risk behaviors are consistent barriers.	1.1. Students will have access to all county adopted materials. In addition, we have purchased the software program Reading Plus, which provides remediation and enrichment in reading. Direct reading instruction is provided by a reading endorsed teacher.	1.1. Classroom Teacher, Reading Coach, Principal Dir. Of Education, Dir. Of Operations, Executive Dir.	1.1. Formative and summative assessments	1.1. Standardized Testing and Reporting (STAR) 1.2 Attendance Record
			1.2. Students are enrolled for only 4-6 months which creates limited time for instruction	1.2. 1.2. Students exceed the minimum academic minutes and days required by the state	1.2.	1.2.	1.2.
			1.3.	1.3. Low student/teacher ratio.	1.3.	1.3.	1.3.

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**						
Reading Goal #2: AMO would not be obtainable with this school. A student's average time of stay is 6 months which creates a barrier in determining AYP.							

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Connecting to the Common Core Standards	all	County Resource Teachers	School-wide	September 10 October 12, February 18	PLC meetings for teachers to collaborate Observations during evaluations	Principal

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
Reading Plus Software Program	Reading Plus is a supplemental program designed to provide rapid and sustainable comprehension and silent reading fluency gains.	Title I Part D grant	$700.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
iPads	Educational Applications	Title I Part D grant	$1,250.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total: 1950.00

End of Reading Goals

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2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

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

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Percentage of students making learning gains in mathematics. Mathematics Goal #1: Utilize B.E.S.T. strategies to increase student learning gains in math.	**2012 Current Level of Performance:*** **According to STAR data, 60% (30) of the students made learning gains.**	**2013 Expected Level of Performance:*** **According to STAR data, 65% of the students will make a learning gain.**	1.1 Historic levels of previous chronic truancy and significant academic disconnects associated with being off grade level and a predominance of at-risk behaviors are consistent barriers.	1.1 Students will have access to all county adopted materials. In addition, we have purchased the software program Skills Tutor, which provides remediation and enrichment in math. Direct instruction is provided by a highly qualified math teacher.	1.1. Classroom Teacher, Reading Coach, Principal Dir. Of Education, Dir. Of Operations, Executive Dir.	1.1. Formative and summative assessments	1.1. Standardized Testing and Reporting (STAR) 1.2 Attendance Record
			1.2. Students are enrolled for only 4-6 months which creates limited time for instruction	1.2. Students exceed the minimum academic minutes and days required by the state	1.2.	1.2.	1.2.
			1.3.	1.3.Low student/teacher ratio	1.3.	1.3.	1.3.

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**						
Mathematics Goal #2: AMO would not be obtainable with this school. A student's average time of stay is 6 months which creates a barrier in determining AYP.							

Algebra End-of-Course (EOC) Goals

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra.			1.1 Historic levels of previous chronic truancy and significant academic disconnects associated with being off grade level and a predominance of at-risk behaviors are consistent barriers.	1.1 Students will have access to all county adopted materials. In addition, we have purchased the software program Skills Tutor, which provides remediation and enrichment in math. Direct instruction is provided by a highly qualified math teacher.	1.1. Classroom Teacher, Reading Coach, Principal Dir. Of Education, Dir. Of Operations, Executive Dir.	1.1. Formative and summative assessments	1.1. Standardized Testing and Reporting (STAR)
Algebra Goal #1: Utilize B.E.S.T. strategies to increase student learning gains on EOC Algebra test.	2012 Current Level of Performance:* 33% (3) of the students taking EOC exam scored a level 3 with 1 student scoring level 2 and 1 student scoring a level 1	2013 Expected Level of Performance:* 50% of the students taking the EOC exam will score a level 3.					
			1.2. Students are enrolled for only 4-6 months which creates limited time for instruction	1.2 Students exceed the minimum academic minutes and days required by the state	1.2.	1.2.	1.2. Attendance Record
			1.3.	1.3. Low student/teacher ratio	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 Algebra.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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**						
Algebra Goal #3: AMO would not be obtainable with this school. A student's average time of stay is 6 months which creates a barrier in determining AYP							

Geometry End-of-Course Goals

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Historic levels of previous chronic truancy and significant academic disconnects associated with being off grade level and a predominance of at-risk behaviors are consistent barriers.	1.1Students have access to all county adopted materials. In addition, we have purchased the software program Skills Tutor, which provides remediation and enrichment in math. Direct instruction is provided by a highly qualified math teacher	1.1. Classroom Teacher, Reading Coach, Principal Dir. Of Education, Dir. Of Operations, Executive Dir.	1.1. Formative and summative assessments	1.1. Standardized Testing and Reporting (STAR)
Geometry Goal #1: Utilize B.E.S.T. strategies to increase student learning gains on EOC Geometry test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0% (1)of students scored a level 3 on the EOC. 1 student scored a level 1	At least 50% of students taking the EOC will score a level 3.					
			1.2..Students are enrolled for only 4-6 months which creates limited time for instruction	1.2 Students exceed the minimum academic minutes and days required by the state	1.2.	1.2.	1.2.Attendance Record
			1.3.	1.3. Low student/teacher ratio	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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**						
Geometry Goal #3: AMO would not be obtainable with this school. A student's average time of stay is 6 months which creates a barrier in determining AYP							

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
Connecting to the Common Core Standards	all	County Resource Teachers	School-wide	September 10 October 12, February 18	PLC meetings for teachers to collaborate Observations during evaluations	Principal

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
Skills Tutor	Supplemental materials and supplies to enhance Skills Tutor program	Title I Part D Grant	$1,000.00
			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
			Grand Total:$1,000.00

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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.	1.1.	1.1.	1.1.	1.1.
Biology Goal #1: Biology is not tested at this school	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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 Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for

2012-2013 School Improvement Plan Juvenile Justice Education Programs

and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring
Connecting to the Common Core Standards	all	County Resource Teachers	School-wide	September 10 October 12 February 18	PLC meetings for teachers to collaborate Observations during evaluations	Principal

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Skills Tutor	Supplemental materials and supplies to enhance Skills Tutor program	Title I Part D Grant	$1,000.00
			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:$1,000

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. Civics Goal #1: Utilize B.E.S.T. strategies to increase student knowledge of Civics and prepare them for future EOC testing.	2012 Current Level of Performance:* No EOC Civics test given.	2013 Expected Level of Performance:* No EOC Civics test will be given. We are not a pilot site.	1.1 Historic levels of previous chronic truancy and significant academic disconnects associated with being off grade level and a predominance of at-risk behaviors are consistent barriers.	1.1 Students will have access to all county adopted materials. In addition, we have purchased the software program Skills Tutor, which provides enrichment in Social Studies . Direct instruction is provided by a highly qualified teacher.	1.1. Classroom Teacher, Reading Coach, Principal Dir. Of Education, Dir. Of Operations, Executive Dir.	1.1. Formative and summative assessments	1.1. Standardized Testing and Reporting (STAR)
			1.2..Students are enrolled for only 4-6 months which creates limited time for instruction	1.2 Students exceed the minimum academic minutes and days required by the state	1.2.	1.2.	1.2.1.2 Attendance Record
			1.3.	1.3. Low student/teacher ratio	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. Civics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2.1.	2.1.	2.1.	2.1.	2.1.
			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.

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
Connecting to the Common Core Standards	all	County Resource Teachers	School-wide	September 10 October 12 February 18	PLC meetings for teachers to collaborate Observations during evaluations	Principal

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
Skills Tutor	Supplemental materials and supplies to enhance Skills Tutor program	Title I Part D Grant	$1,000.00
Text Books	Texts were purchased to align with the Common Core Standards for Civics	Title I Part D Grant	$697.50
			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:$1,697.50

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)).

2012-2013 School Improvement Plan Juvenile Justice Education Programs

U.S. History 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 U.S. History. **U.S. History** Goal #1: Utilize B.E.S.T. strategies to increase student knowledge of U. S. History and prepare them for future EOC testing.	2012 Current Level of Performance:* No students took the EOC test.	2013 Expected Level of Performance:* At least 50% of students taking the EOC will score a level 3.	1.1 Historic levels of previous chronic truancy and significant academic disconnects associated with being off grade level and a predominance of at-risk behaviors are consistent barriers.	1.1 Students will have access to all county adopted materials. In addition, we have purchased the software program Skills Tutor, which provides enrichment in Social Studies. Direct instruction is provided by a highly qualified teacher.	1.1. Classroom Teacher, Reading Coach, Principal Dir. Of Education, Dir. Of Operations, Executive Dir.	1.1. Formative and summative assessments	1.1. Standardized Testing and Reporting (STAR)
			1.2..Students are enrolled for only 4-6 months which creates limited time for instruction.	1.2 Students exceed the minimum academic minutes and days required by the state	1.2.	1.2.	1.2.1.2 Attendance Record
			1.3.	1.3.Low student/teacher ratio	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. U.S. History Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2.1.	2.1.	2.1.	2.1.	2.1.
			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
Connecting to the Common Core Standards	all	County Resource Teachers	School-wide	September 10 October 12 February 18	PLC meetings for teachers to collaborate Observations during evaluations	Principal

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
Skills Tutor	Supplemental materials and supplies to enhance Skills Tutor program	Title I Part D Grant	$1,000.00
			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
			Grand Total: 1,000.00

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
1. Career Education Goal Provide students with information pertaining to career exploration and community resources that will assist them with career planning.	2012 Current Level :* 100%	2013 Expected Level :* 100%	1.1. The majority of students are unaware of career opportunities and resources available.	1.1 .Students will have access to all county adopted materials. In addition we have purchased the software program Skills Tutor, which provides exposure to workforce readiness skills and career exploration.	1.1. Teacher	1.1.Teacher observation	1.1.Teacher checklist
			1.2. High levels of apathy and general disinterest in continued education.	1.2 .Students will be exposed to a variety of career paths through speakers, field trips, and technology structured to promote interest and interaction.	1.2.	1.2.	1.2. Documentation of community partners, resources and scheduled opportunities
			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.

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
County workshops for career resources	Careers	County resource teachers	Career teacher	September 10, October 12, February 18	Classroom walkthroughs observations during evaluations provide coverage to allow teachers to observe each other	Principal

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
Skills Tutor	Supplemental materials and supplies to enhance Skills Tutor program	Title I Part D Grant	$1,000.00
			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:1,000.00

End of Career Education Goal(s)

Transition Goal(s)

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
1. Transition Goal Assessments will be reviewed with students on an individual basis. Educational placement options, career opportunities, and resources for post-secondary education will be discussed.	2012 Current Level :* 100% (Enrollment varies, cannot pre-determine numbers)	2013 Expected Level :* 100% (Enrollment varies, cannot pre-determine numbers)	1.1.Environmental challenges hinder follow through with transitional plans such as appointments and additional schooling.	1.1. The guidance counselor/transition specialist will create a form which will document the student assessments results and list the educational/vocational opportunities available to the student upon release. This document will be reviewed with the student before his/her release.	1.1.Guidance Counselor/Transition Specialist, Director of Education, Case Manager, Director of Operations, Executive Director, Juvenile Probation Officer, Guardian	1.1. Check educational status for those students who have completed the program.	1.1. Spreadsheet of the educational status for those students who have completed the program.
			1.2.	1.2. Financial planning will be completed before students leave program.	1.2.	1.2. Track students through Juvenile Justice Program.	1.2.
			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	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for

2012-2013 School Improvement Plan Juvenile Justice Education Programs

and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring
County workshops for post-secondary educational and vocational resources and opportunities	Middle and High School	County Resource Teacher	Guidance Counselor/Transition	September 10, October 12, February 18	Review of documented student meetings and follow-up spreadsheet	Principal, Director Of Education

Transition Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total:0

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.	1.1.	1.1.	1.1.	1.1.
Students are residential and attend school daily.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
			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	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates and Schedules (e.g. , Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total:0

End of Attendance Goals

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total:1950.00

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Mathematics Budget	
	Total:1,000.00
Science Budget	
	Total:1,000.00
Civics Budget	
	Total:1,697.50
U.S. History Budget	
	Total:1,000.00
Career Budget	
	Total:1,000.00
Transition Budget	
	Total:0
Attendance Budget	
	Total:0
	Grand Total:7647.50

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.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

X ☐ Yes   ☐No

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

Describe projected use of SAC funds.	Amount
Purchase consumable materials.	40.00

Describe the activities of the School Advisory Council for the upcoming year.
The council will be working on ways to improve the use of technology in the classroom.