# 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: Pinellas Juvenile Detention Center | Pinellas |
| Principal: Diana Lenox | Superintendent: Dr John Stewart |
| SAC Chair:  Richard Wolfe | 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 | Diana Lenox | B.S. in Education, M.A. in Educational Leadership, certified in School Principal, Elem. Ed., SLD K-12, Reading endorsement | 8 | 13 | Dropout Prevention School is a conglomerate of many different school numbers. Because it has been graded, rated and unrated over the years, it is hard to find a pattern. Because of the highly mobile population, few students are matched and data is often not available on the state websites. |
| Carol Norton | Supervisor | BA Elementary  Education, (1 - 6) Mentally Handicapped, ( K - 12) Specific Learning Disabilities, (grades K – 12)  Educational  Leadership, (all Levels) | 3 | 10 | |

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## 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 | Linda Damsky | MA cert in TESOL and Chinese, Reading Endorsed | 8 | 8 | |
| | | | | | |
| | | | | | |

## 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. |
|---|---|---|---|---|---|
| Phys Ed | Fred D. Barksdale | BS in Physical Education 6-12 | 23 | 23 | |
| Research | Kimberly Milne | BA in Sociology | 6 | 6 months | |
| PCSD | Darlene Thomas | MA in Health Ed | 2 | 14 | |

| Physical Ed/Driver Ed | Ralph Young | Phys Ed K-12, Drivers Ed | 1 month | 33 | |
|---|---|---|---|---|---|
| Math & Science | Kevin Main | BS Science 6-12, HOUSSE Math 6-12 | 16 | 26 | |
| English | Whitney (Brooke) McMichael | BA English 6-12 and reading endorsed | 3 | 4 | |

# 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. All teachers are offered specific site-based dropout prevention professional development opportunities and district professional development opportunities aligned to their Individualized Professional Development Plan. | Diana Lenox, Carol Norton, Althea Hudson | Ongoing | |
| 2. Reading, and DOP GRAD coaches work with new and veteran teachers to expose them to new techniques and resources | Diana Lenox, Carol Norton, Althea Hudson, Linda Damsky, Susan Boulay | Ongoing | |
| 3. Teachers develop Individual Professional Development Plans based on student academic, career, and behavioral needs directed toward district goal of 100% student success. | Diana Lenox, Carol Norton, Althea Hudson | Sept/2012 ongoing | |
| 4. Weekly faculty celebrations at site to bring staff together informally to strengthen working relationships. | Team Leader | ongoing | |

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

*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 |
|---|---|
| 0 | |

*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 |
|---|---|---|---|---|---|---|---|---|---|
| 6 | 16.66% | 16.66% | 16.66% | 50% | 30% | 100% | 16.66% | 0 | 0 |

*Teacher Mentoring Program*

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

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

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

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|---|---|---|---|
| Susan Boulay | New Science and Math Teachers | Sue is skilled in the content and pedagogy of her subject area. She is able to work with at risk youth. Expertise matches need | Coaching, modeling, observing, conferencing |
| Sarah Robinson | New L. Arts/English Teachers | Sarah is skilled in the content and pedagogy of her subject area. She is able to work with at risk youth. Expertise matches need | Coaching, modeling, observing, conferencing |
| Deborah Christie | New Reading Teachers | Debbie is skilled in the content and pedagogy of her subject area. She is able to work with at risk youth. Expertise matches need | Coaching, modeling, observing, conferencing |
| Terry McNeal | New Social Science Teachers | Terry is skilled in the content and pedagogy of her subject area. She is able to work with at risk youth. Expertise matches need | Coaching, Modeling, observing, conferencing |
| Beverly Carmody | New ESE Teachers | Bev is skilled in the content and pedagogy of her subject area and paperwork. She is able to work with at risk youth. Expertise matches need | Coaching, Modeling, observing, conferencing |

*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.

1. All teachers attend agency and district wide training. Included in the training, teachers are provided ways to teach reading strategies in their discipline area. The reading coach also provides trainings. Ongoing courses are available through Moodle. Reading teacher assists other teachers in teaching reading strategies. Lesson plans are collected and reviewed. PCSD classes are offered to middle school students in the regular school schedule.

*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?

The Dropout Prevention Specialists lead individual conferences for ninth grade students who did not receive one in grade 8. They use FACTS.org. They provide FCAT Chats utilizing previous FCAT/EOC scores of each student, Graduation Chats utilizing transcripts to assist students.
The Teachers and DOP Specialists assist students in writing a goal to match their Choices Aptitude Assessment given within the first 10 days in a program.

The Parents are given course information/opportunities at several evening meetings and in periodic newsletters.
The Teachers provide information on programs such as PTEC and other career sites aligned to courses and needs of the students.
Guest speakers

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?

DOP Specialists, agency, and teachers provide students with information about college/technical/trades planning by showing them websites, brochures and guides.
Parents are given information at several evening meetings and in periodic newsletters.
Teachers sponsor guest speakers/field trip visits to career sites aligned to courses and student needs.
DOP Specialists, Lead educator, teachers, and agency assist students with post- secondary information.

### *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 <u>High School Feedback Report</u>.

1. DOP Specialists/Guidance Counselors will provide information to students on financial support that is available.

2. DOP School will use information systems that can track student progress from high school to college such as FETPIP.

3. DOP Specialists/Guidance Counselors will run reports each 6 weeks to determine student needs based on accountability in Portal/transcripts.

4. Teachers will make sure that students have a 'GRAD Chat' to review alignment of courses and assessments related to pathway for graduation

# PART II: EXPECTED IMPROVEMENTS

## <u>Reading Goals</u>
**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?<br>• What percentage of students made learning gains?<br>• What was the percent increase or decrease of students making learning gains?<br>• What are the anticipated barriers to increasing the percentage of students making learning gains?<br>• What strategies will be implemented to increase and maintain proficiency for these students?<br>• What additional supplemental interventions/remediation will be provided for students not achieving learning gains? |

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

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

| 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.**<br><br>Reading Goal #1:<br><br>To work on reading skills through the curriculum in order to assist the students in making reading gains on state, district, and site based reading assessments | 2012 Current Level of Performance:*<br><br>*Approximately 55% of students who took a pre and post tested on our common assessment* | 2013 Expected Level of Performance:*<br><br>*70% of students who take a pre and post common assessment will make gains* | 1.1.<br><br>Not all students stay long enough or return for comparison data<br><br>1.2 Students who have one or more years of 'non attendance" at any school | 1.1.<br><br>Content teachers will support students to become independent readers of content material who do remain or return<br><br>1.2 Team Leader will report non enrolled students or poor attendance to DOP staff | 1.1.<br><br>Principal, supervisor<br><br>1.2 Social worker, team leader | 1.1.<br><br>Teachers will review students test results<br><br>1.2 Follow up to make sure student enrolls in school upon exit | 1.1.<br><br>Lexile scores from SRI<br><br>1.2 Student information system |
| | | | 1.3... Core instruction does not consistently provide scaffolded support for reading comprehension | 1.3. Teachers will implement school-wide researched-based comprehension strategies to scaffold students' ability to read content texts | 1.3. teachers will monitor students' increasing ability to apply comprehension strategies independently and re-teach as is necessary for mastery | 1.3. Content teachers will review grade level FAIR and assessment data to determine student growth | 1.3. Lexile scores from SRI, FAIR data |
| | | | 1.4. Core instruction does not consistently provide vocabulary acquisition instruction | 1.4. Teachers will provide explicit content related vocabulary acquisition instruction using interactive word walls , vocabulary journals, etc. to provide students multiple opportunities to interact with new terms | 1.3. teachers will monitor students' increasing ability to use content specific terminology appropriately and re-teach as is necessary for mastery | 1.4. teachers will review grade level FAIR and assessment data to determine student growth | 1.4 Lexile scores from SRI, FAIR data |

## 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%.**<br><br>*ter narrative for the goal in this box.* | **Baseline data 2010-2011** | | | | | | |

## 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 |
| FAIR | 6-12 | Reading Coach Department Heads PLC School Leader | All staff | Each Wednesday and monthly DOP Meeting | Lesson Plans, classroom visits | Principals, supervisors, coach, department chair |
| Reading Strategies | 6-12 | Reading Coach Department Heads PLC School Leader | All Staff | Staff, agency, and district wide trainings (daily, monthly, bi annually) | Lesson plans, classroom visits | Principal. supervisors |
| IAP's | 6-12 | Team Leader | teachers | Weekly during COP time | Review AIP if student is from DJJ program | Teachers and team leaders |

**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/Literacy Materials | Various | DOP | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| erReader types, Amazon | Sony, Kindle, | Title I N&D | TBD |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| | | | |
| Independent Reading | Softback books | Reading/DOP | TBD |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| | | | |
| | | | Grand Total: |

*End of Reading Goals*

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## Mathematics Goals

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

| **Guiding Questions to Inform the Problem-Solving Process** |
| --- |
| ▪ Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012. <br> ▪ What percentage of students made learning gains? <br> ▪ What was the percent increase or decrease of students making learning gains? <br> ▪ What are the anticipated barriers to increasing the percentage of students making learning gains? <br> ▪ What strategies will be implemented to increase and maintain proficiency for these students? <br> ▪ 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)).

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

| 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.**<br><br>Mathematics Goal #1:<br><br>60% of the students in our program for a minimum of 21 days will make learning gains in math | 1.1.<br><br>Students that begin the school year at JDC are not the same ones that complete the year. A small percentage remain 21 days | 1.1.<br><br>Enroll students on Nova Net and allow them to work on math skills | 1.1<br>.<br>teachers | 1.1.<br><br>Teachers report progress at COP meetings | 1.1.<br>Lesson Plans NovaNetscores and post test if taken |
| *(2012 Current Level of Performance:\* — 12% tested at or above grade level)* *(2013 Expected Level of Performance:\* — 20% will test at or above grade level)* | 1.2.. Low expectation of success on part of the student | 1.2. Students do not have the basic skills for success in Algebra or higher level math classes. | 1.2.<br>Teachers | Track retakes as necessary | 1.2.<br>Assessment results |
| | 1.3. Students do not have the basic skills for success in Algebra or higher level math classes. | 1.3.<br>Implement the use of A.A.I.M.S., Algebra Assessment and Instruction Meeting Standards. Use the results from the Probes to provide instruction in the areas needed | 1.3.Teacher | 1.3.teacher will monitor the student progress | 1.3.students will be on or above expected growth |

**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: | | | | | | | |

## Algebra End-of-Course (EOC) Goals

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

| Algebra EOC Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1. Students scoring at Achievement Level 3 in Algebra.** | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Algebra Goal #1: Students who take the EOC @ JDC will pass the Algebra 1 EOC | 2012 Current Level of Performance:* <br><br> **2 students took exam and did not pass** | 2013 Expected Level of Performance:* <br><br> *50% of EOC testers will pass* | Students come to JDC as temporary placement and typically have a short stay | Sign students on Nova Net to work on Algebra skills <br><br> EOC practice materials | Facilitators and teachers | Nova Net scores | Nova Net tests and quizzes |
| | | | 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 Algebra.** | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| Algebra Goal #2: <br><br> *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* <br><br> *Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:* <br><br> *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target | | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** |
|---|---|---|---|---|---|---|---|
| **3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.** | **Baseline data 2010-2011** | | | | | | |
| Algebra Goal #3: <br><br> *Enter narrative for the goal in this box.* | | | | | | | |

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

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## 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. Short stays for students | 1.1 Increase Geometry skills | 1.1. Nova Net teacher and facilitators | 1.1 Student completes work in Nova Net | 1.1. Completed work scores in Nova Net |
| Geometry Goal #1: *Students who take Geometry will pass EOC exam* | 2012 Current Level of Performance:* *N/A* | 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.** | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| Geometry Goal #2: *none* | 2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** |
|---|---|---|---|---|---|---|---|
| **3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.** | **Baseline data 2010-2011** | | | | | | |
| Geometry Goal #3: *Enter narrative for the goal in this box.* | | | | | | | |

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**
## Mathematics Professional Development

<table>
<tr><th colspan="7">Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity<br>Please note that each Strategy does not require a professional development or PLC activity.</th></tr>
<tr><th>PD Content /Topic and/or PLC Focus</th><th>Grade Level/Subject</th><th>PD Facilitator and/or PLC Leader</th><th>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</th><th>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</th><th>Strategy for Follow-up/Monitoring</th><th>Person or Position Responsible for Monitoring</th></tr>
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<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

*End of Geometry EOC Goals*

## Mathematics Budget

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

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

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

*End of Mathematics Goals*

# Biology End-of-Course (EOC) Goals

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

**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:<br><br>*100% of students taking Biology EOC score at or above grade level* | 2012 Current Level of Performance:*<br>*NA* | 2013 Expected Level of Performance:*<br>*At or above grade level* | Students refuse exam | Motivate students to take exam | Teachers | How many take exam | participation |
| | | | 1.2.<br>Students do not have skills to pass | 1.2.<br>Assist with skills | 1.2.<br>Nova Net teacher of record and facilitator | 1.2.<br>Enrollment and participation | 1.2.<br>Scores in modules tests and quizzes in Nova Net |
| | | | 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:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:*<br>*Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:*<br>*Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

# Science Professional Development

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

| | | | | | | |
|---|---|---|---|---|---|---|
| **Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**<br>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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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

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

*End of Science Goals*


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

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

* 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 |
| **1. Students scoring at Achievement Level 3 in Civics.** | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Civics Goal #1: *100% of students taking exam will score at or above grade level (# will vary)* | 2012 Current Level of Performance:* *N/A* | 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* | Short enrollment period and student may refuse exam | Motivate student to take the test by assisting with skills and knowledge in civics….support current high school by enrolling student in Nova Net course to support | Teachers and facilitators | Nova Net participation | Scores and activities in Nova Net |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **2. Students scoring at or above Achievement Levels 4 and 5 in Civics.** | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| Civics Goal #2: *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

## Civics Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity |
|---|
| Please note that each Strategy does not require a professional development or PLC activity. |

**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 |
|---|---|---|---|---|---|---|
| Nova Net | HS Civics | Team leader and teachers | All PCS staff @ JDC | COP meeting | Keep student enrolled in NN course while @ JDC | Teachers, ToR, facilitators |
| | | | | | | |
| | | | | | | |

## 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 |
| | | | |
| | | | |
| | | | **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)).

**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.** | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| **U.S. History** Goal #1:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:*<br><br>*Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:*<br><br>*Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.** | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| Civics Goal #2:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:*<br><br>*Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:*<br><br>*Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

## U.S. History Professional Development

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

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

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

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

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

*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.**

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

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

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

| CAREER EDUCATION GOAL(S) | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|---|---|
| Based on the analysis of school data, identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1. Career Education Goal** | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| **Provide information and opportunities to increase student awareness of careers they may wish to pursue in their future** | 2012 Current Level :\* | 2013 Expected Level :\* | High turnover rate of students | PCSD Courses | Teacher, team leader | Student Survey | Self Assessment |
| | **100% of the students are provided instruction in PCSD.** *Enter numerical data for current goal in this box.* | *Continue at current level* | | | | | |
| | | | 1.2. Limited career choices due to criminal record | 1.2. Choices | 1.2PCSD. | 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 |
| PCSD Training | 7-12 | Various | School Wide | Ongoing | Self- Assessment | Supervisors |
| | | | | | | |
| | | | | | | |

**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 |
| CHOICES | Online Computer lab in each mod | N&D Funding;;DOP Funds | |
| | | | |
| | | | 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 Career Education Goal(s)*

# Transition Goal(s)

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

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

| | |
|---|---|
| • | How does the program deal with transition planning (entry and exit transition)? |
| • | How many students successfully transition (e.g., return to school, find employment)? |

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

| 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** | | | 1.1. | 1.1. | 1.1 | 1.1. | 1.1. |
| **Student will enter next school or program with necessary records.** | *2012 Current Level :\** | *2013 Expected Level :\** | Students who do not return to school | Communicate with school, program, or case worker | Transition specialists, staff at JDC . | Students successfully transitions | Self Assessment |
| | *100%, # varies* | *100%.* | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 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 |
|---|---|---|---|---|---|---|
| Transition students | 6-12 | Transition team | School- wide | ongoing | Self- assessment | transition forms, DOP specialists, Grad Team, counselors |
| | | | | | | |

## 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: |

*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. |
| *Enter narrative for the goal in this box.* | 2012 Current Attendance Rate:* | 2013 Expected Attendance Rate:* | | | | | |
| | *Enter numerical data for current attendance rate in this box.* | *Enter numerical data for expected attendance rate in this box.* | | | | | |
| | 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) | | | | | |
| | *Enter numerical data for current number of absences in this box* | *Enter numerical data for expected number of absences in this box.* | | | | | |
| | 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) | | | | | |
| | *Enter numerical data for current number of students tardy in this box.* | *Enter numerical data for expected number of students tardy in this box.* | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

**Attendance Professional Development**

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|---|---|---|---|---|---|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| 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 |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |

## 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:** |

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

| | |
|---|---|
| **Mathematics Budget** | |
| | Total: |
| **Science Budget** | |
| | Total: |
| **Civics  Budget** | |
| | Total: |
| **U.S. History Budget** | |
| | Total: |
| **Career  Budget** | |
| | Total: |
| **Transition Budget** | |
| | Total: |
| **Attendance Budget** | |
| | Total: |
| | |
| | Grand Total: |

# School Advisory Council

*School Advisory Council (SAC) Membership Compliance*

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

**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 |
|---|---|
| Teacher Stipends, professional development; SIP Writing | 5370.18 |
| | |

| Describe the activities of the School Advisory Council for the upcoming year. |
|---|
| 9 monthly SAC meetings (site-based)<br>Provide input, review and monitor school improvement plans<br>Continue to provide knowledge of community resources available to work with At-Risk youth<br>Provide for continuity of services for At-Risk youth<br>Monitor budget |