

# FLORIDA DEPARTMENT OF EDUCATION



## School Improvement Plan for the Okaloosa Regional Detention Center (DJJ) 2012–2013

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

**2012 – 2013 SCHOOL IMPROVEMENT PLAN**

**PART I: SCHOOL INFORMATION**

School Name: Okaloosa Regional Detention Center (ORDC)	District Name: Okaloosa County School District
Principal: Billy W. Mikel	Superintendent: Alexis Tibbetts
SAC Chair: Naomi Barnes	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	Billy W. Mikel	MA Degree Certifications: School Principal (all levels) Physical Education 6-12 Physical Education K-8	2 Years	19 Years	Lewis Middle School Principal – 2008-09 School Grade - A AYP – Yes Lewis Middle School Principal – 2009-10 School Grade – A AYP – Yes Director of DJJ Schools 2010-12 School Grade – N/A AYP – N/A
Lead Educator	Paula Kozelka	Ed. D Degree National Board Teacher Certification State Certifications: Ed. Leadership (all levels)	10 Months	0 Years	Teacher at Meigs Middle School 2006-2011 Teacher at Fort Walton Beach High School 2001-2006 Teacher at Destin Elementary School 1996 – 2001 Teacher at Ruckel Middle School 1985 - 1996

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

		Biology 6-12 General Science (5-9) Physical Education 6-12 Physical Education K-8 Health Education Middle Grades Endors. Gifted Endorsement			
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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.

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

### 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.
All	Carlos Bolanos	Biology 6-12, Earth-Space (6-12), General Science (5-9), ESE (K-12), Mathematics (6-12), Guidance Counseling (PreK-12)	2 years	15 years	School Grade/AYP not applicable No individual data has been kept on individual teacher performance to date

### 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)
Careful screening and interviewing process will insure that the candidates meet highly qualified standards of excellence.	Billy Mikel/District Human Resource Personnel	On going	

**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
1	0	0	0	100%(1)	0	100% (1)	0	0	0

## 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.

The teacher at this school holds a Content Area Reading (CARPD) certification. He uses research-based strategies when teaching reading across the curriculum. Students are taught how to read information text by using current topics in areas of science and social studies.

### **\*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?

When he teaches math he uses real world problems that are consistent with the standard being covered. The problems require higher order thinking skills; but yet, they are interesting to the students. The Adaptive Curriculum computer program also lets students practice real world problems and apply math principles in solving them. In order to bring relevance into the subject areas of science and social studies, subject area magazines and the local newspaper are used in instruction.

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?

Academic and career planning engages students in developing a personally meaningful course of study so they can achieve goals they have set for themselves and will enable them to transition to traditional schools on course with their cohorts.

### **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.

There is a district initiative to ensure that students are advancing in reading by tracking Lexile scores and providing instructional materials on that level throughout their secondary school coursework. In addition, the district has its own End of Course exams that are administered across the county, to ensure equity for all graduating students in each course.

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

<b>Guiding Questions to Inform the Problem-Solving Process</b>
<ul style="list-style-type: none"> <li>▪ 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?</li> <li>▪ What percentage of students made learning gains?</li> <li>▪ What was the percent increase or decrease of students making learning gains?</li> <li>▪ What are the anticipated barriers to increasing the percentage of students making learning gains?</li> <li>▪ What strategies will be implemented to increase and maintain proficiency for these students?</li> <li>▪ What additional supplemental interventions/remediation will be provided for students not achieving learning gains?</li> </ul>

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

<b>READING GOALS</b>	<b>Problem-Solving Process to Increase Student Achievement</b>								
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				
<b>1. Percentage of students making learning gains in reading.</b>  <u>Reading Goal #1:</u>  Students will show an 10% growth in reading as evidenced by the STAR.	1.1 Students stay in this program only a few days.	1.1 Intensive reading will be taught across the curriculum.  The teacher will use research based reading strategies when students are reading informational text (CRISS strategies, close reads).	Billy Mikel  Paula Kozelka	Walk through's  Lesson Plans  Teacher Evaluation System	STAR testing  WIN Learning Systems				
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">2012 Current Level of Performance:*</th> <th style="text-align: center;">2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Five percent (38) of the students made learning gains from STAR testing.</td> <td style="text-align: center;">Students will show a 10% learning gain as evidenced by the STAR.</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Five percent (38) of the students made learning gains from STAR testing.	Students will show a 10% learning gain as evidenced by the STAR.	1.3. Limited vocabulary and word recognition	1.3. Strategies for vocabulary development will be used across the curriculum: CRISS Frayer Model Word Walls Vocabulary Map Context Cues	1.3. Billy Mikel  Paula Kozelka	1.3. Review of teacher lesson plans  Administrator walk through's  Teacher evaluation	1.3. Teacher generated tests & quizzes  Read 180 reports  DEA reports  FCAT Learning Gains
2012 Current Level of Performance:*	2013 Expected Level of Performance:*								
Five percent (38) of the students made learning gains from STAR testing.	Students will show a 10% learning gain as evidenced by the STAR.								

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

			<p>Teachers from all subject areas will become familiar with their students' Lexile score and DEA reading assessment data. This information will be used to guide instruction.</p> <p>Use SRI Student Action Report to guide individual reading needs.</p> <p>Increase student dialogue in the classroom in all subject areas.</p> <p>High performing Level 2 students will be placed in content area classrooms with a CAR-PD certified instructor.</p>			
		<p>1.2. Limited prior knowledge</p>	<p>1.2 Internet resources will be used to access relevant pictures &amp;/or video clips.</p> <p>Use Highly Effective Questioning (HEQ) techniques throughout text.</p> <p>Use Read 180 program.</p> <p>Devote class time for independent reading in all subject areas.</p> <p>Use the newspaper and/or student magazines (e.g.; Current Science, New</p>	<p>1.2. Billy Mikel Paula Kozelka</p>	<p>1.2. Review of teacher lesson plans</p> <p>Administrator walk through's</p> <p>Teacher evaluation</p>	<p>1.2. Teacher generated tests &amp; quizzes</p> <p>Read 180 reports</p> <p>DEA reports</p> <p>FCAT Learning Gains</p>



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

			York Times Upfront, Jr. Scholastic, etc.) as an instructional aid across the curriculum.			
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**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Collegial Collaboration in Like-Curriculum Groups to Discuss Instructional Strategies	All	Paula Kozelka	Schoolwide	August & September 2012	Inclusion in lesson plans and monitored in administrative walk-throughs	Billy Mikel Paula Kozelka
Mining Test Data for Instructional Planning	All	Stacey Leeth	Schoolwide	August 2012	Inclusion in lesson plans and monitored in administrative walk-throughs	Billy Mikel Paula Kozelka
Ivan Hannel’s Highly Effective Questioning	All	District Literacy Coach	Schoolwide	September & October 2012	Inclusion in lesson plans and monitored in administrative walk-throughs	Billy Mikel Paula Kozelka
Text Complexity & Close Reads	All	Kevin Smith	Schoolwide	November 2012	Inclusion in lesson plans and monitored in administrative walk-throughs	Billy Mikel Paula Kozelka
“Teaching with Poverty in Mind” book study	All	Paula Kozelka	Schoolwide	October – December 2012	Webinar discussions	Billy Mikel Paula Kozelka
Text Dependent Questioning	All	District Literacy Coach	Schoolwide	January 2013	Inclusion in lesson plans and monitored in administrative walk-throughs	Billy Mikel Paula Kozelka

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

Achievethecore.org						
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**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
Time for independent reading in class	Books	Discretionary	\$50
Include outside reading sources	Local newspaper, Jr. Scholastic magazine, Scholastic Scope magazine, New York Times Upfront	Discretionary	\$50
			<b>Subtotal: \$100</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Knowledge of student background	Book for teachers: "Teaching with Poverty in Mind" Eric Jensen	School Improvement Funds	\$60
Integrate CCSS	Workshop facilitator(s)	School Improvement Funds	\$300
			<b>Subtotal: \$360</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total: \$850</b>

*End of Reading Goals*

## 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
<b>1. Percentage of students making learning gains in mathematics.</b>		1.1. Lack of Fundamental Mathematics Skills	1.1. Mini lessons will be incorporated into each lesson with a follow-up check for understanding.  Multiplication, division, adding, & subtracting skills will be practiced regularly.  Visual aids will be used in instruction.  The Adaptive Curriculum computer program will be used by all math teachers in a large group instructional setting and with individual students.  Reinforce math principles using Ready to Work, FASTT Math, A+ Math	1.1. Billy Mikel Paula Kozelka	1.1. Review of lesson plans  Walk through’s  Teacher evaluation	1.1. STAR Testing  Teacher-made quizzes and tests  WIN Learning Assessment
<u>Mathematics Goal #1:</u>						
Three percent of the students will show learning gains in math as evidenced by the STAR.	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>Two percent of the students showed learning gains.</td> <td>Three percent of the students will show learning gains in math as evidenced by the STAR.</td> </tr> </tbody> </table>					
2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Two percent of the students showed learning gains.	Three percent of the students will show learning gains in math as evidenced by the STAR.					
		1.2 Students are in this	1.2 Provide intensive math			

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

		program for only a few days.	instruction during the stay at ORDC.  Instruction in math will be across the curriculum.			
		1.3. Lack of Motivation	1.3. Direct positive reinforcement for short term goals will be integrated.  Math problems that are relevant & rigorous will be presented.  Instructional strategies and activities will be varied often.  Mimios will be used as a visual aid.  The Adaptive Curriculum computer program will be used as an interactive tool of engagement.  The teacher will participate in a book study using "Teaching with Poverty in Mind" by Eric Jensen			

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Integrating Common Core State Standards	All	District personnel	Math teachers	Throughout the year	Monitor lesson plans Walk throughs	Billy Mikel Paula Kozelka
Math Teacher Collegial	All	District personnel	Math teachers	Throughout the year	Monitor lesson plans Walk throughs	Billy Mikel Paula Kozelka

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

Collaboration on Curriculum						
Book Study: "Teaching with Poverty in Mind"	All	Paula Kozelka	All teachers	October - December	Monitor lesson plans Walk throughs	Billy Mikel Paula Kozelka
Mathematics PD offered through the District	All	District personnel	All teachers	Throughout the year	Monitor lesson plans Walk throughs	Billy Mikel Paula Kozelka

## 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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Student engagement	Adaptive Curriculum Computer Program: Interactive computer program	Discretionary	\$500
Student engagement	Mimios: Interactive technology / visual aid	Discretionary	\$750
			<b>Subtotal: \$1250</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Knowledge of students	Books for teachers: "Teaching with Poverty in Mind"	School Improvement Funds	\$20
Knowledge of subject area and curriculum standards	Substitute teachers: Integrating Common Core State Standards	Discretionary	\$300
			<b>Subtotal: \$320</b>
			<b>Grand Total: \$1570</b>

*End of Mathematics Goals*

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

### 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.

<b>Guiding Questions to Inform the Problem-Solving Process</b>
<ul style="list-style-type: none"> <li>• What career type does the program offer?</li> <li>• How does the program provide career exploration for all students?</li> <li>• What hands-on technical training does the program provide (type 3 programs)?</li> <li>▪ For type 3 programs what industry certifications are offered?</li> <li>▪ How many students earned industry certifications?</li> <li>▪ Is the program a Career and Professional Education (CAPE) Academy?</li> </ul>

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

<b>CAREER EDUCATION GOAL(S)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Career Education Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
100% of the students who stay at the facility for longer than 21 days will be counseled on career opportunities.	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*	Most students do not stay at the facility 21 days in order to receive a permanent schedule.	All students on a permanent schedule will be given an interest assessment inventory, will have access to DOE's CHOICES website and will be counseled about career options.  Ready to Work computer program will be available for use in the classroom.	Billy Mikel  Paula Kozelka	Feedback from receiving school  Review of records	Exit packet
	Students who stay at the facility longer than 21 days will be counseled on career opportunities.	100% of the students who stay at the facility for longer than 21 days will be counseled on career opportunities.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

**Career Education Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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

**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount

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

**Grand Total:**

*End of Career Education Goal(s)*

**Transition Goal(s)**

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

**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
<b>1. Transition Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Students who return to Okaloosa County from a DJJ program will be monitored for school enrollment.	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*	Students will not contact the transition coordinator when they leave the DJJ program.	The transition coordinator will collaborate with the former student's parole officer.  The TC will contact the parent if he is not contacted to set up a meeting between himself, the parent, and the former student.  The TC will participate in once a month meetings with the DJJ Council.	Billy Mikel		DJJ records
	Few students are monitored for school attendance when they return from a DJJ program.	Students who return to Okaloosa County from a DJJ program will be monitored for school enrollment.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.



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

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
National Dropout Prevention Network Conference		National Dropout Prevention Center and FLDOE	Lead Educator & Transition Coordinator	October 14 -17, 2012	Implementation of objectives	Billy Mikel

**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Effective transition	Attendance at the National Dropout Prevention Conference	Discretionary	\$2000
			<b>Subtotal: \$400</b>
			<b>Grand Total: \$400</b>

*End of Transition Goal(s)*

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

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

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total: \$850</b>
<b>Mathematics Budget</b>	<b>Total: \$1570</b>
<b>Science Budget</b>	<b>Total: \$750</b>
<b>Civics Budget</b>	<b>Total:</b>
<b>U.S. History Budget</b>	<b>Total:</b>
<b>Career Budget</b>	<b>Total: \$400</b>
<b>Transition Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total: \$3570</b>
	<b>Grand Total:</b>

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

**School Advisory Council**

*School Advisory Council (SAC) Membership Compliance*

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

Yes

No

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

Describe projected use of SAC funds.	Amount
Our school does not receive SAC funds.	

Describe the activities of the School Advisory Council for the upcoming year.
The SAC will meet during the year to discuss educational and academic concerns at the school.

\_\_\_\_\_  
SAC Chairman

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Principal

\_\_\_\_\_  
Date