

Florida Department of Education



School Improvement Plan (SIP)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

for Juvenile Justice Education Programs
Pasco Regional Juvenile Detention Center
2012–2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Pasco Regional Juvenile Detention Center	District Name: Pasco
Principal: Mr. Jackson C. Johnson, Jr.	Superintendent: Heather Fiorentino
SAC Chair: MMEC – Sister Roberta Bailey Pasco Juvenile Detention Center Advisory Board - Madeline Woodman	Date of School Board Approval: October 16, 2012

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

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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	Jackson Johnson	Masters Degree Principal (All Levels) Math (6-12)	0	23	Prior to transfer to Moore-Mickens, Mr. Jackson was principal at Raymond B. Stewart Middle School for thirteen years. The last two years the school earned a "C" grade. There were improvements this past year from the FCAT results the year before in many areas but due to the change in grading, Stewart MS did not move back into the "B" grade held for several years. Stewart MS had 100% of their Algebra students passing the EOC and had tremendous success with alternative assessment results. Never Made AYP
Assistant Principal	Thomas J. Brochu	B.S., M.A., Ed.S.	2	16	
Lead Educator	Kevin S. Coggins, Ph.D.	B.S, M.Ed., Ph.D. Math, Science, Social Studies, English, Education Leadership	19	N/A	Never made AYP

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.

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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.
None					

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.
Math, Science	Kevin S. Coggins, Ph.D.	B.S, M.Ed, Ph.D.	19	19	This DJJ site has never been included in performance grading.
Social Studies, Science	Raymond Pelto	B.S., M.A.	14	16	This DJJ site has never been included in performance grading.
Reading, Language Arts, Science	Patricia Wright	B.S, ESOL, Reading, SLD, VE, English	21	12	This DJJ site has never been included in performance grading.

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Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. N.A.			

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
N.A.	

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%	100%	33%	66%	66%	100%	66%	0%	33%

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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.			

****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 student’s FCAT reading performance is retrieved from TERMS. The reading teacher conducts an initial reading assessment. The results of both scores are compared and shared with other members of the instructional team. All have been trained in the use of Learning Focused Strategies and those methods are incorporated to help the student gain reading skills in each subject area.

****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?

See above

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?

Guidance Counselor works weekly with students based on individual needs and specific request submitted by the Lead Teacher.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

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Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

GED preparation is offered to all students enrolled in the facility.

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?

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

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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. <u>Reading Goal #1:</u>	1.1.	1.1.	1.1.	1.1.	1.1.		
N/A Average length of stay in this facility (1-15 school days) does not permit scheduled pre/post assessment data to accurately determine reading gains.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
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Math Performance Target							
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Reading Goal #2:</u>							

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 Testing Data Analysis	6-12	Tracy Hlady	School-wide	Fall – 2012	Resource teacher will assist teachers in using data analysis	Thomas Brochu, Tim Guy

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district			
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funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
Title I Funding used as primary source			
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 Reading Goals

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Mathematics Goals

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

Guiding Questions to Inform the Problem-Solving Process

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- Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012.
- 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		

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<p>I. Percentage of students making learning gains in mathematics.</p> <p>—</p> <p><u>Mathematics Goal #1:</u></p>	l.l.	l.l.	l.l.	l.l.	l.l.		
<p>N/A</p> <p>Average length of stay in this facility (1-15 school days)</p> <p>does not permit scheduled pre /post assessment data to accurately determine math gains</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>	
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2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
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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		

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<p>1. Students scoring at Achievement Level 3 in Algebra.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p><u>Algebra Goal #1:</u></p> <p>N/A</p> <p>Average length of stay in this facility (1-15 school days)</p> <p>does not permit scheduled</p> <p>pre /post assessment data to accurately determine Algebra gains.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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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.		
<u>Algebra Goal #2:</u> <i>Same as above</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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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						

End of Algebra EOC Goals

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		

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<p>1. Students scoring at Achievement Level 3 in Geometry.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p><u>Geometry Goal #1:</u></p> <p>N/A</p> <p>Average length of stay in this facility (1-15 school days)</p> <p>does not permit scheduled</p> <p>pre /post assessment data to accurately determine geometry gains.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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.		

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<p><u>Geometry Goal #2:</u></p> <p><i>Same as above</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>	
<p>3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>						

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<p><u>Geometry Goal #3:</u></p> <p><i>Same as above</i></p>							
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Mathematics Professional Development

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

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

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

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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			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount

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Grand Total:			
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End of Mathematics Goals

Biology End-of-Course (EOC) Goals

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

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

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<p>1. Students scoring at Achievement Level 3 in Biology.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p><u>Biology Goal #1:</u> N/A Average length of stay in this facility (1-15 school days) does not permit scheduled pre/post assessment data to accurately determine Biology gains.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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.		

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<u>Biology Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Same as above</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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

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Revised May 25, 2012**

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professional development or

PLC activity.

PD Content /Topic

Grade Level/
Subject

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for
Monitoring

and/or PLC Focus

and/or

(e.g. , PLC, subject, grade level, or
school-wide)

(e.g. , Early Release) and
Schedules (e.g., frequency of
meetings)

PLC Leader

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

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

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

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

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<p>1. Students scoring at Achievement Level 3 in Civics.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p><u>Civics_Goal #1:</u></p> <p>N/A</p> <p>Average length of stay in this facility (1-15 school days)</p> <p>does not permit scheduled</p> <p>pre /post assessment data to accurately determine Civics gains.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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		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.		
<u>Civics Goal #2:</u> <i>Same as above</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Civics Professional Development

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

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

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

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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)).

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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.		

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<u>U.S. History Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A Average length of stay in this facility (1-15 school days) does not permit scheduled pre /post assessment data to accurately determine U.S. History gains.							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p><u>Civics Goal #2:</u> <i>Same as above</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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.

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

End of U.S. History Goals

Career Education Goals

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

Guiding Questions to Inform the Problem-Solving Process

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. Career Education Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
N/A Average length of stay in this facility (1-15 school days) does not always permit the scheduling of career interest profiles. However, students meet with the guidance counselor weekly.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Career Education Professional Development

Professional Development

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

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

Career Education Goal(s) 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			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
<ul style="list-style-type: none"> • How does the program deal with transition planning (entry and exit transition)? • How many students successfully transition (e.g., return to school, find employment)?

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

TRANSITION GOAL(S)	Problem-Solving Process to Increase						
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

	Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Transition Goal	1.1. Students can be adjudicated as adults, transition to other school districts, or fail to enroll in education programs once they leave the facility.	1.1. Pasco JDC will utilize the district transition specialist along with Detention Center staff to accurately determine which student transition back to school or on to a receiving program.	1.1. Lead Educator, DJJ Transition Specialist	1.1 Enrollment in another school, transfer of records is completed by DJJ Specialist.	1.1. MIS data		
The goal of Pasco Juvenile Detention is to ensure that each student has a smooth transition back to their home school or receiving program.	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
	N/A	N/A					
		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**

**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 Chair	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
DJJ Circuit 6 Meeting	K-12		DJJ Transition Specialist Facility Superintendent	Quarterly	Dependent on meeting outcomes	Assistant Principal Transition Specialist

Transition 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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Provide students with a list of services related to social services, education opportunities, and community assistance.	Graduation Enhancement Program and Adult Education Quick Reference Guide	Title I	\$1500
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
			\$1500.00
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.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Guiding Questions to Inform the Problem-Solving Process

- 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.		
<i>Enter narrative for the goal in this box.</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>					
	<u>2012 Current Number of Students with Excessive Absences</u> (10 or more)	<u>2013 Expected Number of Students with Excessive Absences</u> (10 or more)					
	<i>Enter numerical data for current number of absences in this box</i>	<i>Enter numerical data for expected number of absences in this box.</i>					
	<u>2012 Current Number of Students with Excessive Tardies</u> (10 or more)	<u>2013 Expected Number of Students with Excessive Tardies</u> (10 or more)					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
		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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

End of Attendance Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Final Budget

Please provide the total budget from each section.	
Reading Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Career Budget	Total:
Transition Budget	\$1500.00:
Attendance Budget	Total:
Grand Total: \$1500.00	

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.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Describe projected use of SAC funds.	Amount
Non Requested	

Describe the activities of the School Advisory Council for the upcoming year.
Pasco Regional Juvenile Detention Center operated under Moore Mickens Education Center (MMEC)