

Florida Department of Education



School Improvement Plan (SIP)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

for Juvenile Justice Education Programs

2012–2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Pensacola Boys' Base	District Name: Escambia
Principal: Robert Cotton	Superintendent: Malcolm Thomas
SAC Chair: Oliver Jones	Date of School Board Approval: November 20, 2012

Student Achievement Data:

Student data achievement scores will come from STAR Math and STAR Reading Assessments.

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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	Robert Cotton	B.A. Psychology M.A. Psychology Administration and Supervision K12 School Psychologist Guidance Psychology Sociology	34years	34 years	Pensacola Boys' Base has been rated as a Deemed or a Superior program by the Florida Department of Education Bureau of Quality Assurance since 1993. Due to the changes in the DJJ common assessment the past three years there has been no continuity of assessments. It has changed each year from the BASI to the FAIR and now to the DJJ Common Assessment. The STAR Reading and Math Test has been our basis for measuring student's academic gains. These gains have been commendable since 80% of all students successfully completing the program have shown progress in Reading and Mathematics.
Lead Educator	Same as above	Same as above	Same as Above	Same as above	Same as above

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	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior common assessment
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

Area		Certification(s)	Years at Current School	an Instructional Coach	data learning gains). The school may include AMO progress along with the associated school year.
N/A	No instructional coach has been assigned to Pensacola Boys' Base the past two years.	N/A	N/A	N/A	N/A

Effective and Highly Effective Teachers

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Teacher	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Math/Science	Dean S. McLaughlin	<p>B.A. Elementary Education 1-6</p> <p>M.A Administration/ Supervision</p> <p>Mathematics 6-12</p> <p>Physical Education 6-12</p> <p>Middle Grades Endorsement</p> <p>ESOL</p>	19	38	School assigned Deemed Status since 1993 by the Bureau of Quality Assurance and the Florida Department of Education. 100% of students made gains in Mathematics last year.
English/ Reading/ Social Studies/ESE	Denise Barnett	<p>B.A. Education of the Speech and Hearing Handicap</p> <p>Elementary Education 1-6</p> <p>English 6-12</p> <p>English 5-9</p> <p>Middle Grades Integrated Curriculum 5-9</p> <p>Reading /Endorsement</p> <p>Social Science 6-12</p> <p>Exceptional student Education K-12</p>	5	17	School assigned Deemed Status since 1993 by the Bureau of Quality Assurance and the Florida Department of Education. 100% of students made gains in Reading last year.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. All teachers are Highly Qualified (HQT). No teachers will be hired unless they meet the high standards established by the NCLB mandate.	Director of Alternative Education	N/A	No teachers that have transitioned from the school in the past 5 years.
2.			
3.			
4.			

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessionals that are teaching out-of-field and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective

Staff Demographics

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

*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%	0%	0%	100% (3 teachers)	67% (2 teachers)	100% (3 teachers)	33% (1 teacher)	0%	33% (1 teacher)

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
All teachers have been at Pensacola Boys’ Base for a minimum of five years.	N/A	N/A	N/A

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

All teachers have been trained in the CRISS techniques for their subjects. The reading teacher will promote literacy throughout the school with various activities and challenges and prizes for students. A few examples are the Millionaires Book Club, poetry contest and recognition of the Reader of the Month. All teachers have been trained in Differentiated Instruction. All teachers use FCAT Star to assist in remediation strategies.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

**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?

Teachers in all content areas incorporate reading skills into their teaching areas. All teachers are required to keep FCAT results on each of their students by using FCAT Star. All teachers have been trained in differentiated instruction. All teachers have been trained utilizing CRISS techniques. In-service opportunities will continue to be offered throughout the school year through FDLRS and district subject area training.

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?

1. All students will meet with the guidance counselor on a regular basis. Pensacola Boys' Base has an open door policy for guidance services. Courses of study and course selections are adjusted as a student's interests and goals change. Pensacola Boys' Base is partnered with NAS Pensacola a naval military training facility. As a result of this relationship selected students that have earned a GED or enter into the program with a high school diploma are encouraged to participate in one of four training schools. Students that are interested in a vocational certificate may enter Pensacola State College in the areas of Electrical, HVAC and Plumbing. Pensacola Boys' Base is also partnered with Pensacola Habitat for Humanity. Our school has built sixty-three homes in Escambia County. This partnership allows students to learn 12 different vocational skills from roofing to landscaping. All students have access to the guidance counselor during the academic day. All students must complete the CHOICES Checklist and select at a minimum 2 potential career pathways.
2. CareerScope is administered twice a year. All students must complete this program.
3. Students who score above 6.9 on the STAR Reading test will participate in the Ready to Work program.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

4. The Armed Services Vocational Aptitude Battery (ASVAB) is administered to those students interested in a military career.
5. The PERT is a prerequisite to entry into Pensacola State College. This test is offered at the Warrington Campus for those students interested in a Liberal Arts degree.
6. The TABE is administered for those students seeking a vocational certificate.
7. EPEP Facts.org

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.

Pensacola Boys' Base does not receive this report due to the limited number of students enrolled. (Less than 30 students).

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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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
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| <ul style="list-style-type: none"> ■ 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? |
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* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

READING GOALS	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 student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. The assessment utilized last year was the STAR READING TEST. This year will be the same but will also include the Juvenile Justice Common Assessment. Last year 100% of our students show academic gains in reading.</p>	<p>1. 1.1. Students incarcerated at Pensacola Boys' Base come from many diverse schools in Florida.</p>	<p>1. 1.1. Computer assisted instruction. (Compass Learning) and (Fast ForWord)</p>	<p>1.1 Reading Teacher/Lead Teacher</p>	<p>1.1 Comparison of pre and post testing standard scores.</p>	<p>1.1 STAR Reading Test</p>		
<p><u>Reading Goal #1:</u></p>	<p>2. Many of these students will have mental health and education deficiencies.</p> <p>3. Students typically have had little or no success in school.</p> <p>4. Internalized apathy towards school and authority.</p> <p>5. Nomadic population-students are enrolled for 6-9 months throughout a 12 month academic year.</p> <p>6. Lack of background knowledge in subject areas.</p>	<p>3. Improve motivation to read by providing daily reading time with reading</p> <p>Materials of the student's choice.</p> <p>4. The Millionaire's Club, a motivational program to encourage reading grade level selections and increased comprehension.</p> <p>5. Identify each student's reading level by utilizing STAR Reading and conducting a "Star Chat" with each student.</p> <p>6. Continue to provide literacy strategies</p>			<p>1.2 Juvenile Justice Common Assessment</p>		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	<p>7. Most students are overage for their grade level.</p>	<p>across the curriculum.</p> <p>7. Daily utilization of Fast ForWord, READ 180 and Accelerated Reader.</p> <p>1.8 Year round instruction</p>					
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1.1 To provide all students the opportunity of having daily reading time in order to improve their overall reading ability and to stimulate a lifelong interest in reading.</p> <p>1.2 To increase the percentage of students making gains on STAR Reading and the DJJ Common Assessments.</p> <p>1.3 Effective interpretation of data to differentiate instruction.</p>	<p>2012 current level of performance</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>100 percent of students will increase their Reading scores by a minimum of one standard score.</p>	<p>80 % of students will increase their STAR Reading score by a minimum of five standard scores.</p>					
		<p>1. see above</p>	<p>1.1 One on one instruction 1.2 Computer assisted instruction</p>	<p>1.1 teachers and Lead educator</p>	<p>1.1 comparison of scores</p>	<p>STAR Reading test/DJJ Common Assessment</p>	
		<p>1.3 Effective interpretation of data to differentiate instruction.</p>	<p>1.2. Utilize data to drive instruction in whole/small groups.</p>	<p>1.2. Lead Educator</p>	<p>1.2.1.2 Compare the number of Millionaire Club certificates and privileges with previous year.</p>	<p>1.2. teacher 's review of documents.</p>	

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	n/a	n/a	n/a	n/a	n/a	n/a
<p><u>Reading Goal #2:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>							

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.

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
n/a	n/a	n/a	n/a	n/a	n/a	n/a

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	n/a
Subtotal:00.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

2012-2013 School Improvement Plan Juvenile Justice Education Programs

n/a	n/a	n/a	n/a
Subtotal:00.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	n/a
Grand Total:00.00			

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.

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. Percentage of students making learning gains in mathematics. Last year 100% of our students showed gains in Mathematics. The STAR Math Test was the assessment tool. This year the same test will be used as well as the DJJ Common Assessment.</p> <p>—</p> <p><u>Mathematics Goal #1:75% of students successfully completing the program will increase their math score by five standard scores.</u></p> <p>—</p> <p><u>Mathematics Goal #1:</u></p>	<p>1. 1.1. Students incarcerated at Pensacola Boys' Base come from many diverse school districts in Florida. Many of these students will have mental health and educational deficiencies.</p> <p>2. Students typically have a lack of success in school.</p> <p>3. Experienced and internalized apathy towards school and authority.</p> <p>4. Nomadic population-students are enrolled for 6-9 months throughout a 12 month academic year.</p>	<p>1.1.. Individual instruction</p> <p>1.2 Computer assisted instruction.</p> <p>2. Accelerated Math</p> <p>3. Safari Montage</p> <p>4. Individual and small group instruction</p> <p>5. FCAT Explorer</p> <p>6. Year round school</p> <p>7. Compass Learning</p> <p>8. STAR Math</p>	<p>1.1.Math Teacher/ Lead Teacher</p>	<p>1.1. A comparison of pre-post test scores using the Star Math Test will be used to determine learning gains.</p>	<p>1.1.STAR Math Assessment Test/DJJ Common Assessment</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

	5. Lack of backg round knowledge .						
	6. Many students are overage for grade level.						

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>. Percentage of students making learning gains in mathematics. Last year 100% of our students showed gains in Mathematics. The STAR Math Test was the assessment tool. This year the same test will be used as well as the DJJ Common Assessment.</p> <p><u>Mathematics Goal #1:75% of students successfully completing the program will increase their math score by five standard scores.</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>100% of students last year increased their math levels by a minimum of one standard score.</p>	<p>75 % of this year's students will show an increase in their math scores by five standard scores when assessed by the STAR Math Test .</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		1.3.	1.3.	1.3.	1.3.	1.3.	
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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	
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011	n/a	n/a	n/a	n/a	n/a	n/a
<u>Mathematics Goal #2:</u> <i>Enter narrative for the goal in this box.</i>							

Algebra End-of-Course (EOC) Goals

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra.	1.1.	1.1.	1.1.	1.1.	1.1.		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<u>Algebra Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</p>	<p>1.1. Lack of a fundamental skills in mathematics.</p> <p>1.2 low intellectual ability</p> <p>1.3 Overage for grade level.</p> <p>1.4 Poor school attendance prior to commitment.</p> <p>1.5 Lack of school success.</p> <p>1.6 Transient population/lack of continuity of services.</p>	<p>1. Individualized instruction</p> <p>2. Computer assisted instruction</p> <p>3. Small group</p> <p>4. STAR Math</p> <p>5. Compass Learning Credit recovery</p>	<p>1.1. Math Teacher/Teacher-in Charge</p>	<p>1.1. Successful completion of test and scoring level 3 or better.</p>	<p>1.1. Algebra End of Course Exam</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

<u>Algebra Goal #2:</u> Increase the number of students successfully passing the End of Course Exam (EOC).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	No students passed the EOC in the school year 2011-12.	10% of those students taking the EOC will pass this exam.					
		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	n/a	n/a	n/a	n/a	n/a	n/a

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p><u>Algebra Goal #3:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>							
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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)).

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. Students scoring at Achievement Level 3 in Geometry.</p>	<p>1.1. Lack of a fundamental skills in Mathematics. 1.2 low intellectual ability 1.3 Overage for grade level. 1.4 Poor school attendance prior to commitment. 1.5 Lack of school success. 1.6 Transient population/lack of continuity of services.</p>	<p>1.1 Individualized instruction 1.2 Computer assisted instruction 1.3 Small group 1.4 STAR Math 1.5 Compass Learning Credit recovery</p>	<p>1.1. Math Teacher/Teacher-in- Charge</p>	<p>1.1. Successful completion of test and scoring level 3 or better.</p>	<p>1.1. Geometry End of Course Exam</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p><u>Geometry Goal #1:</u></p> <p>Increase the number of students successfully passing the End of Course Exam (EOC).</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>No students passed the EOC in the school year 2011-12.</p>	<p>10% of those students taking the EOC will pass this exam.</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>	<p>2.1.2.1. Lack of a fundamental skills in Mathematics.</p> <p>2.2 low intellectual ability</p> <p>2.3 Overage for grade level.</p> <p>2.4 Poor school attendance prior to commitment.</p> <p>2.5 Lack of school success.</p> <p>2.6 Transient population/lack of continuity of services.</p>	<p>2.1.2.1 Individualized instruction</p> <p>2.2 Computer assisted instruction</p> <p>2.3 Small group</p> <p>2.4 STAR Math</p> <p>2.5 Compass Learning Credit recovery</p>	<p>2.1. Math Teacher/Teacher-in Charge</p>	<p>2.1. Successful completion of test and scoring level 4 or better.</p>	<p>2.1. Geometry End of Course Exam</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p> <p><u>Geometry Goal #2:</u></p> <p>Increase the number of students successfully passing the End of Course Exam (EOC).</p>							
	<p>No students passed the EOC in the school year 2011-12.</p>	<p>10% of those students taking the EOC will pass this exam.</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>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p><u>Geometry Goal #3:</u></p> <p><i>Enter narrative for the goal in this box.</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	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		
n/a	n/a	PLC Leader n/a	n/a	n/a	n/a	n/a

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
n/a	n/a	n/a	n/a
Subtotal:00.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	n/a
Subtotal:00.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	n/a
Subtotal:00.00			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	n/a
Grand Total:00.00			

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

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

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		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. Students scoring at Achievement Level 3 in Biology.</p>	<p>1.1. Lack of a fundamental skills in Science.</p> <p>1.2 low intellectual ability</p> <p>1.3 Overage for grade level.</p> <p>1.4 Poor school attendance prior to commitment.</p> <p>1.5 Lack of school success.</p> <p>1.6 Transient population/lack of continuity of services.</p>	<p>1.1 Individualized instruction</p> <p>1.2 Computer assisted instruction</p> <p>1.3 Small group</p> <p>1.4 Compass Learning Credit Recovery</p>	<p>1.1. Science Teacher/Teacher-in Charge</p>	<p>1.1. Successful completion of test and scoring level 3 or better.</p>	<p>1.1. Biology End of Course Exam</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>Biology Goal #1: Increase the number of students that successfully pass the End of course Exam (EOC).</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>One student took the Biology End of course Exam and scored level 3.</p>	<p>Increase by 10% the number of students passing the Biology EOC.</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</p>	<p>2.1. Lack of a fundamental skills in Biology</p> <p>2.2 low intellectual ability</p> <p>2.3Overage for grade level.</p> <p>2.4Poor school attendance prior to commitment.</p> <p>2.5 Lack of school success.</p> <p>2.6 Transient population/lack of continuity of services.</p>	<p>2.1 Individualized instruction</p> <p>2.2 Computer assisted instruction</p> <p>2.3Small group</p> <p>2.4 Compass Learning Credit recovery</p>	<p>2.1. Science Teacher/Teacher-in Charge</p>	<p>2.1. Successful completion of test and scoring level 4 or better.</p>	<p>2.1. Biology End of Course Exam</p>		
<p><u>Biology Goal #2:</u></p> <p>Establish a baseline for students scoring at levels 4 and 5 on the End of course Exam.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>One student took the exam and did not score at this level.</p>	<p>Establish baseline data for future comparative levels of performance.</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		2.3	2.3	2.3	2.3	2.3	
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Science Professional Development

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

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

PD Content /Topic 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
n/a	n/a	n/a	n/a	n/a	n/a	n/a

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
n/a	n/a	n/a	n/a

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Subtotal:00.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
n/a	n/a	n/a	n/a
Subtotal:00.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
n/a	n/a	n/a	n/a
Subtotal:00.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 00.00			
Total: 00.00			

End of Science Goals

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

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

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement						
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>1. Students scoring at Achievement Level 3 in Civics.</p>	<p>1.1. Lack of a fundamental skills in social studies.</p> <p>1.2 low intellectual ability</p> <p>1.3Overage for grade level.</p> <p>1.4Poor school attendance prior to commitment.</p> <p>1.5 Lack of school success.</p> <p>1.6 Transient population/lack of continuity of services.</p>	<p>1.1 Individualized instruction</p> <p>1.2 Computer assisted instruction</p> <p>1.3Small group</p> <p>1.4 Compass Learning Credit Recovery</p>	<p>1.1. Social Studies Teacher/ Teacher-in Charge</p>	<p>1.1. Successful completion of test</p>	<p>1.1. Civics End of Course Exam</p>		
<p><u>Civics Goal #1:</u> Establish baseline data for future annual comparisons.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	There is no data for year 2012.	All students taking civics will take the End of Course Exam. The level of performance is too difficult to predict at this time.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</p>	<p>2.1. Lack of a fundamental skills in social studies.</p> <p>2.2 low intellectual ability</p> <p>2.3 Overage for grade level.</p> <p>2.4 Poor school attendance prior to commitment.</p> <p>2.5 Lack of school success.</p> <p>2.6 Transient population/lack of continuity of services.</p> <p>2.8 Most students are from out of school district.</p>	<p>2.1 Individualized instruction</p> <p>2.2 Computer assisted instruction</p> <p>2.3 Small group</p> <p>2.4 Compass Learning Credit recovery</p>	<p>2.1. Social Studies Teacher/ Teacher-in Charge</p>	<p>2.1. Successful completion of test and scoring level 4 or better.</p>	<p>2.1. Civics End of Course Exam</p>		
<p><u>Civics Goal #2:</u></p> <p>There is no data for this area of study. Most students are functioning well below their grade level. Developing a goal for this area at this time is unrealistic.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	No student was tested last year with an EOC Test in Civics.	No student will reach this level of performance.					
		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 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
n/a	n/a	n/a	n/a	n/a	n/a	n/a

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district			
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
n/a	n/a	n/a	n/a
Subtotal:00.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
n/a	n/a	n/a	n/a
Subtotal:00.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
n/a	n/a	n/a	n/a
Subtotal:00.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
n/a	n/a	n/a	n/a
Subtotal:00.00			
Total:00.00			

End of Civics Goals

U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student						
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

	Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1. Lack of a fundamental skills in social studies. 1.2 low intellectual ability 1.3Overage for grade level. 1.4Poor school attendance prior to commitment. 1.5 Lack of school success. 1.6 Transient population/lack of continuity of services.	1.1 Individualized instruction 1.2 Computer assisted instruction 1.3Small group 1.4 Compass Learning Credit Recovery	1.1. Social Studies Teacher/ Teacher-in Charge	1.1. Successful completion of test and scoring level 3 or better.	1.1. American History End of Course Exam		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<u>U.S. History Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Establish a baseline data for future Comparisons. All students taking American History will take the End of Course Exam.							
	There is no data for year 2012.	10 % of students taking the End of course Exam will reach level 3.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</p>	<p>2.1. Lack of a fundamental skills in social studies.</p> <p>2.2 low intellectual ability</p> <p>2.3 Overage for grade level.</p> <p>2.4 Poor school attendance prior to commitment.</p> <p>2.5 Lack of school success.</p> <p>2.6 Transient population/lack of continuity of services.</p> <p>2.8 Most students are from out of school district.</p>	<p>2.1 Individualized instruction</p> <p>2.2 Computer assisted instruction</p> <p>2.3 Small group</p> <p>2.4 Compass Learning Credit recovery</p>	<p>2.1. Social Studies Teacher/ Teacher-in Charge</p>	<p>2.1. Successful completion of test and scoring level 4 or better.</p>	<p>2.1. American History End of Course Exam.</p>		
<p><u>U.S. History Goal #2:</u></p> <p>There s no data from previous year. This year will establish a baseline for future comparisons.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>No data from 2012.</p>	<p>There are no expectations for students scoring at this level of performance.</p>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

U.S. History Professional Development

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

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

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
n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
n/a	n/a	n/a	00.00
Subtotal:00.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
n/a	n/a	n/a	n/a
Subtotal: 00.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
n/a	n/a	n/a	n/a
Subtotal: 00.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
n/a	n/a	n/a	n/a
Subtotal: 00.00			
Total:00.00			

End of U.S. History Goals

Career Education Goals

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

Guiding Questions to Inform the Problem-Solving Process

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. Career Education Goal</p>	<p>1.1. Lack of motivation 2.1. Unclear understanding of purpose.</p>	<p>1.1. Explain the program and introduce the student to the methodology of the program.</p>	<p>1.1. Guidance counselor</p>	<p>1.1 A review of all students files will be completed by June 1, 2013 to determine compliance.</p>	<p>1.1 Review of student files.</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

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2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. 90% of students will complete the CareerScope Program.</p>	<p>2.1 Individualized instruction</p> <p>2.2 Computer assisted instruction</p> <p>2.3 Small group</p> <p>2.4 Compass Learning Credit recovery</p>	<p>2.1. Social Studies Teacher/Teacher-in Charge</p>					
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1.2 1.2 90% of the students will complete the CHOICES Program.</p> <p>1.3 70% of students whose math and reading levels are at least 6.9 will attempt to earn a Ready to Work Credential</p>							
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

	<p>90% of students Completed the CareerScope Program.</p> <p>90 % of students completed the CHOICES Program.</p> <p>100 % of the students that started the Ready to Work Program earn a credential (35 students).</p>	<p>90% of students will complete the CareerScope Program.</p> <p>1.2.90% of students will complete the CHOICES Program.</p> <p>1.3.70% of the students that are selected to participate in the Ready to Work Program will earn a credential.</p>					
		<p>1 This career survey is only administered twice annually.</p> <p>Students that have other obligations (court, doctor etc.) during that window of opportunity will not be given the survey.</p>	<p>1.2. Schedule the survey when the most students are available .This will be administered after the normal school day.</p>	<p>1.2. Guidance counselor.</p>	<p>1.2. Calculate the number of students successfully completing the survey.</p>	<p>1.2. Compare the number of students taking the survey with the number of students enrolled during the school.</p>	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		There is no control of the ability levels of students assigned by the Department of Juvenile Justice to PBB. Most students are overage for their grade level and function several years behind their peers.	1.3.1.3 Individualized instruction in the areas of math and reading.	1.3. Guidance counselor.	1.3.Count the number of credentials awarded at the end of the school year to establish the percentage.	1.3..3. Compare the number of credentials awarded to the anticipated goal.	
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Career Education Professional Development

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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	Descr
n/a	n/a
Subtotal:00.00	
Technology	
Strategy	Descr
n/a	n/a
Subtotal:00.00	
Professional Development	
Strategy	Descr
n/a	n/a
Subtotal:00.00	
Other	
Strategy	Descr
n/a	n/a
Grand Total:00.00	

End of Career Education Goal(s)

Transition Goal(s)

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. Transition Goal</p>	<p>1.1. 1.1.1.1. Students that are transferred from the program will not have a transition plan. This removal would be due to a significant rule or law violation</p>	<p>1. 1.1. Ensure all students understand the rules and expectations of the program. Rules will be posted in various areas of the school. Students will sign the school rules after their orientation to document their understanding of the rules.</p> <p>2. Within the last 30 days of the student's incarceration a letter to the parent will be sent advising them as to the next school placement recommendation.</p> <p>3. Within the last thirty days the transition coordinator for the receiving county will be</p>	<p>1.1. Teacher-in Charge</p>	<p>1.1. Review student files to determine the number of students with transition plans versus those without a plan.</p>	<p>1.1. Count all students transitioning from the program that were provided an exit transition plan.</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

		<p>notified by email of the student's departure from PBB and the next recommended placement.</p> <p>4. Within the last 30 days of incarceration the Social Services Counselor will be notified in writing of the student's next recommended placement.</p> <p>Every student will have the necessary transition credentials to either enroll at their next school placement or community</p>					
<p>Ensure that a successful transition plan is provided for each student that successfully completes this program.</p>	<p><u>2012 Current Level</u> :*</p>	<p><u>2013 Expected Level</u> :*</p>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	All students that successfully completed the program had an exit transition plan. (100%)	100% of all students successfully completing the program will have an exit transition plan.					
		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 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
n/a	n/a	n/a	n/a	n/a	n/a	n/a

Transition Budget (Insert rows as needed)

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Include only school-based funded activities/materials and exclude district funded activities /materials.	
Evidence-based Program(s)/Materials(s)	
Strategy	Descr
n/a	n/a
	Subtotal:00.00
Technology	
Strategy	Descr
n/a	n/a
	Subtotal:00.00
Professional Development	
Strategy	Descr
n/a	n/a
	Subtotal:00.00
Other	
Strategy	Descr
	Grand Total:00.00

End of Transition Goal(s)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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	
■	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.		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

n/a	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	n/a	n/a					
	<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)					
	n/a	n/a					
	<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)					
	n/a	n/a					
		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)

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

**2012-2013 School Improvement Plan Juvenile Justice Education Programs
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
n/a	n/a	n/a	n/a	n/a	n/a	n/a

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
n/a	n/a	n/a	n/a
Subtotal:00.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	n/a
Subtotal: 00.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	n/a
Subtotal: 00.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount

2012-2013 School Improvement Plan Juvenile Justice Education Programs

n/a	n/a	n/a	n/a
Grand Total: 00.00			

End of Attendance Goals

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: 00.00
Mathematics Budget	Total: 00.00
Science Budget	Total: 00.00
Civics Budget	Total: 00.00
U.S. History Budget	Total: 00.00
Career Budget	Total: 00.00
Transition Budget	Total: 00.00
Attendance Budget	Total: 00.00
	Grand Total: 00.00

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

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

Describe projected use of SAC funds.	Amount
supplies	28.59

Describe the activities of the School Advisory Council for the upcoming year.
The School Advisory Council will meet at a minimum of four times. The School Advisory Council will be responsible for making decisions relative to the budgets and provide input into the development of the School Improvement Plan.