

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: Highridge 3024	District Name: Palm Beach
Principal: Joseph Lee, Assistant Superintendent	Superintendent: Wayne Gent
SAC Chair: Antoinette Porter	Date of School Board Approval: December, 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, Director	Dr. Joseph Lee	Ed.D-Education MS-Educational Leadership BS-Elementary Education Certifications El. Educations GR. 1-6 Esol Endorsement Gifted Endorsement School Principal All Levels	Assistant Superintendent , 2012	18	Acknowledged as Turn Around Principal for the significant Improvement of an elementary school in the Palm Beach School District.

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Assistant Principal	Linda Mackin, Assistant Principal	Master Ed. Leadership Florida Certification: Biology 6 - 12 School Principal (all levels)	4	11	<p>FY12: Highridge, not enough students in testing group to report rating</p> <p>AP-Highridge: 2010-2011 Reading Declining Math Improving Overall Rating: Declining</p> <p>AP-Highridge: 2009-2010 maintaining (Reading maintaining, Math improving)</p> <p>Overall Rating: Maintaining</p> <p>Highridge 2008 – 9 Reading: maintaining Math: declining</p> <p>Overall Rating: Declining Mastery Reading: 38%, Math 38%</p> <p>AP 2007 – 8 Eagle Academy: Mastery AYP Met in Reading and Math</p>
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Instructional Coaches

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List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
	Funding not available for coaches this year.				

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 High School	Noreen Ikonen	Master Mathematics and Emotionally Disturbed Prof. Cert Math 6-12, EH K-12, ESOL endorsed	3	25	FY12: Highridge, not enough students in testing group to report rating FY11: Math Rating Improving

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Math 6-8	Krishen Rambarran	Bachelor Prof. Cert Math grades 5-9	2	14	FY12: Highridge, not enough students in testing group to report rating FY11 and FY12: Math Rating Improving
Reading/ English Language Arts	Rebecca Tedesco	Bachelor Prof. Cert. English 6-12 Reading Endorsed ESOL Endorsed	1	13	FY12: Highridge, not enough students in testing group to report rating FY12: Highridge, not enough students in testing group to report rating FY 11: Reading Declining FY 10 (Eagle Academy): Reading Improving
Support Facilitator	Mary Taylor	Master Reading Prof Cert Ed Med Spec PK-12, Reading K-12, VE K-12, ESOL K-12	2	12	FY11: Reading Declining
Science 5 - 12	Dr. Donald Buddle	Ph.D Agriculture Science Prof Cert Ag 6-12, Bio 6-12, Ed Lead All, ESE K-12, Gen Sci 5-9, MG Endorsed, Reading Endorsed	1	32	FY12: Highridge, not enough students in testing group to report rating No prior data

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Social Studies/ Reading 6-8	Leila Ajlani	Bachelor Ed. Social Science Prof. Cert. El Ed K-6, English 6-12, Soc Science 6-12, Reading Endorsed	2	2	FY12: Highridge, not enough students in testing group to report rating FY11: Reading Declining FY10: Reading maintaining
Social Studies High School	Gerald Glocker	Bachelor Education VE K12 Prof Cert ESOL K-12, MG Integrated, VE K-12	2	13	FY12: Highridge, not enough students in testing group to report rating No Prior data
Reading, HS	Mary Beth Roberts	Bachelor in Education, Prof. cert: Mental Retardation K12, SLD K12, Psychology 6-12, Reading Endorsed, ELL Endorsed, English 5-9.	12	21	No Prior Data

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. Recruiting: as needed, attend District Job Fairs	Manager Personnel, Assistant Principal, Area Superintendent	ongoing	
2. Retaining: new teachers are paired with veteran staff and work with Assistant Principal and mentor in the Educator Support Program	Assistant Principal	ongoing	

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3. Retaining: All teachers participate in professional development to support instruction and have opportunities at learning team meetings to work with teachers in same content area from other schools	Assistant Principal, Profession Development Team	ongoing	

Non-Highly Effective Instructors

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

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

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

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 In	% of Fir st- Ye ar Te	% of Te ach ers with	% of Te ach ers with	% of Te ach ers with	% of Te ach ers wi	% Hi gh ly Eff ec tive	% Re ad ing En dor sed	% Na tio nal Bo ard Ce	% ES OL End orse
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struc tional Staff	ach ers	Yea rs of Exp erie nce	14 Yea rs of Exp erie nce	Yea rs of Exp erie nce	Ad van ced De gre es	Te ac her s	Te ac her s	rtif ied Te ac her s	d Tea cher s
7 (sh are d bet we en thr ee (3) Alt ern ati ve Sc ho ols : Hi ghr idg e, C A RP , Ke lly	0	12 % (1 of 8)	50 % (4)	38 % (3)	42 % (3)	10 0%	50 % (4), plu s 1 pen din g	0%	63 %(5), plus 1 pen din g

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
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No new teachers.	No new teachers.		

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

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

1. In collaboration with the Highridge Family Residential Center, students read 20 minutes nightly (Monday through Thursday) and record in their journal composition book.

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2. Build vocabulary school wide: teachers will develop weekly vocabulary lists to be used by all teachers to reinforce ownership of vocabulary by students (use it 17 times and it is yours). Students will keep vocabulary section in each content area of their school binder.
3. Biweekly school level meeting with teachers, and assistant principal discussion on what's working and what is not working, basing on common assessments, diagnostics, FAIR, oral reading fluency and SRI data and common assessments to be determined.
4. All non-reading teachers will participate in Content Area Reading Strategies training throughout the year with peers and district training.
5. Walkthroughs following Marzano observations methods will be conducted by administrators to ensure all teachers are teaching reading strategies.

**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?

1. The majority of students in this school are enrolled for 90 days (60 school days) after which they return to their home SAC school.
2. All students participate in the online "Choices" program, taking the Learning and Interest Inventories.
3. All students participate in a presentation by the Career/Graduation coach during the Student Orientation on the first day enrolled in classes. High School students have individual or small group follow-up meetings with Career/Graduation upon request by student or parent.
4. Students explore career opportunities in their content courses through teacher instruction and research opportunities.
5. Students are enrolled in six classes while at this school and if Intensive Reading and Intensive Math are not required per state requirements, students are enrolled in a career exploration course.
6. The relationships between subjects and relevance to the students' future are applied through project based instruction and the implementation of Career Courses offered (if students not enrolled in Intensive Reading and/or Intensive Math. Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software in addition to Internet Instructional Websites such as FCAT Explorer, Discovery Education, Destination, and National Geographic Kids will also be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to student in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students will also participate in tutorial session provided through Title I, Part D.

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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?

Students are enrolled in this school for 90 days (60 school days) and return to their home SAC school. The guidance counselor meets with students to review career goals and academic plans. The Graduation/Career coach meets with students and parents to discuss graduation option and assists with planning Career exploration events. All students complete Choices Career Learning Styles and Interests Inventory with Resource Teacher and spend 200 minutes a month in Career Exploration.

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.

Student will be allowed to participate in E2020 credit recovery in an effort to increase their Grade Point Average (GPA) for graduation purposes. The guidance counselor meets with students upon their arrival to the program to review and discuss their plans for success and ensure that they have the correct courses they need to prepare them for graduation. Students are made aware of graduation requirement. Students participate in a Career Fair during the school year, at which professionals from the local communities come out and provide students with information regarding their careers.

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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

- 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)).

READING GOALS	Problem-Solving Process to Increase Student Achievement						

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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		
<p>1. Percentage of students making learning gains—</p> <p>in reading.</p> <p><u>Reading Goal #1:</u></p>	<p>1.1.</p> <p>Students have varied vocabulary levels and classes are multiple grade levels.</p>	<p>1.1.</p> <p>School wide vocabulary lists to be used by all teachers and to be kept in student binders.</p> <p>Marzano 6-STEPS Building Academic Vocabulary research-based strategies in all classrooms. Students will keep notebooks. Usage supported through Word Walls and repetition in content classes.</p>	<p>1.1.</p> <p>Assistant Principal Teachers</p>	<p>1.1.</p> <p>FAIR data</p> <p>SRI data</p> <p>Diagnostic results</p> <p>Vocabulary Tests</p>	<p>1.1.</p> <p>PMRN</p> <p>SRI data reports</p> <p>Vocabulary Test grades</p>		

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Once common assessment instrument for Reading is determined, 70% of students participating in program for 10 or more weeks (50 school days) will demonstrate gains in reading.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Data not available at this time. None of the students were in attendance for more than 90 days.</i>	<i>70% of students present for 50 or more school days will demonstrate learning gains</i>					
		1.2. Number of days student enrolled in program at school (3 month program)	1.2. Student data will be reviewed by teacher within 5 days of enrolling. Appropriate testing will be conducted if data not available. Teachers will use data to determine small group instruction.	1.2. Teacher Administrator	1.2. Biweekly Learning Team Meetings	1.2. Student data profiles through EDW	

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		<p>1.3. Providing assistance to students in mixed-ability classroom populations and frequency of student entering/exiting program.</p>	<p>1.3. Students will receive differentiated instruction based upon analysis of prior year FCAT, FAIR Reading Comprehension, Maze and Work Analysis results and teacher observation: Tier i: Determine core instructional needs by reviewing assessment for all . Plan differentiated instruction using evidence-based instruction/intervention within 100 minute reading block. Tier ii: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of assessment data and will include after school and in-school tutorial remediation/enrichment. Tier iii: Provide additional learning opportunities before and during schools utilizing alternate strategies and materials.</p>	<p>1.3. Administration Reading Teacher ESE contact Support Facilitators School Based Team</p>	<p>1.3. FAIR SRI Diagnostics Embedded Assessments through Core K12</p>	<p>1.3. Student progress is monitored through assessment between testing periods. Lesson plans will be reviewed by administration for differentiated instruction and observed during classroom walkthroughs.</p>	
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		1.4	1.4	1.4	1.4	1.4	
		Experience in using strategies	Teachers incorporate “Checks for Understanding” throughout a lesson (e.g., fist or five, thumbs up/down/middle and student accountable talk) to ensure students are obtaining the knowledge and skills to answer the Essential Question by the end of class with a final Check for Understanding (e.g., exit ticket, journal response, and board races).	AP,	Review of lesson plans for checks for understanding. Walkthroughs	CoreK12	

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		1.5 Student Awareness of performance Level and ability: Classroom time for teachers to meet with students individually.	1.5 Teachers will utilize time during a 15 – 20 independent reading or independent “You Do” time to conference with students individually at least once every three weeks to review progress and set goals. Supported with Administrator and Guidance data chats. Progress will be tracked through FAIR and Toolkit Assessments, Core K12 Interim Benchmark assessments.	1.5 Administration	1.5 Review of documentation of conferences	1.5 AP/Guidance conferences with student to determine awareness of learning. and discuss. PMRN, Core K12	
		1.6 Lack of experience in writing scales. Training students in how to use scales.	1.6 Teachers will discuss and post Learning Goals and scales. Students will learn to review product using scales in reading and writing. Teachers will discuss with students in class, small group and individually.	1.6 Admin	1.6 Student progress in coursework and benchmarked tests	1.6 Core K12 assessments	

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	
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<p>2. 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><i>Not applicable. The number of students accountable at this school site was less than 10. Accountable students included students who were present for February FTE, tested at the school site and had data for two (2) prior years).</i></p>					
<p><u>Reading Goal #2:</u> Reduce achievement gap by 10% or match District reduction in achievement gap.</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.

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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
Florida Assessment of Instruction in Reading (FAIR) and PMRN training for utilizing data	5 - 12	Mary Taylor, Mary Beth Roberts	Reading Teachers, AP,	Sept. 13, 2011 training of AP Sept. 6, Teacher training Learning Team meetings	FAIR Reports	Assistant Principal
Using Common Core, EDW and Item Specifications to develop student information for progress monitoring	All teachers grades 5-12	Quality Assurance support team, District training	All Teachers	Sept., 2011 – June 2012	Administrative classroom walkthroughs	Administration
Content Area Reading Strategies and CRISS training	All teachers grades 5-12		ALL Teachers	Biweekly staff meeting and lesson study meetings	Observed implementation through walkthroughs and lesson plans	Administration
Marzano Building Academic Vocabulary Six Step Training	5 -12	Study Group	All Teachers	Early Release and/or during Staff Meetings September 2011	Vocabulary Tests, Reading Comprehension in FAIR and through Core K12	Assistant Principal
FCAT Writes and Palm Beach Writes Rubric	5-10	District	English Teacher	Oct. 24	Palm Beach Writes Scores	English Teacher and AP

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Social Studies/ Science Literacy using Common Core	5-12	North Area Trainer	MG and HS Social Studies	September and October 2011	iObservations	AP
Writing Learning Goals and Scales	ALL by Content area	Online (TrainU) and in iObservation website	6-12 Science Teachers All Teachers	Professional Development at School Site beginning in Sept. supported by peers in Department Meetings	Lesson Plan Review, Classroom Walkthroughs	Administration
Implications of FAIR Grades	Reading all grades	District	Reading Teachers	Oct. 25, 2012	Data Chats	Reading Teachers
Effective Reading Practices for Reading Teachers 6-8 and 9- 12	Reading all grades	District	Reading Teachers	Oct. 10, 2012	Core K12 mini assessments	Reading Teachers, AP
Just Words Training Middle School Reading	Reading Reading	District District	Reading Teachers Reading Teacher	Sept. 19 and 20 Aug. 15	PMRN fluency Core K12	MS Reading Teacher Reading Teacher
Best Practices for ELA Teachers	Writing/ Reading	District	English Teacher	Nov. 7, 2012	Focused Benchmark Assessments	English and AP

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

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring	After-school tutorial	Title I Part D	1667
Grand Total: \$1, 667.00			

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.

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>1. Percentage of students making learning gains in mathematics.</p> <p>—</p> <p><u>Mathematics Goal #1:</u></p>	<p>1.1. Professional Development time/opportunity.</p>	<p>1.1. Incorporate understanding (the comprehension check of mathematical concepts, operations, and relations) into instruction which supports the Big Ideas in the NGSSS.</p>	<p>1.1. Administration Math Teachers</p>	<p>1.1. Analysis CoreK12 assessments, Diagnostics</p>	<p>1.1. Result in CoreK12 analysis in</p> <p>Biweekly meetings</p> <p>Walkthroughs</p>		
<p>Common Assessment to be used to monitor student progress has yet to be determined.</p> <p>Goal 60% of students who are present 10 or more weeks will make learning gains.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Insufficient data to report</i></p>	<p>60%</p>					

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		1.2. Teacher time for reviewing journals	1.2. Math teachers will incorporate journal writing as part of demonstrating students understanding of the process involved in problem solving.	1.2. Math Teacher Administration	1.2. Analysis CoreK12 Assessment, Diagnostics	1.2. Walkthroughs Performance data	
		1.3. Teacher transition from factual questioning to questioning techniques that promote critical, independent and creative thinking.	1.3. Teachers will incorporate appropriate percent of high, medium and low order questions in the classroom and on tests to reflect percent on FCAT by grade level.	1.3. Math Teacher Admin/AP	1.3. Review of types and number of questions correctly on Core K12 and diagnostics	1.3. Assessments	
		1.4 Professional collaboration between Intensive and Core course math teachers.	1.4 Intensive and Core course math teachers will meet weekly to update/ share information on student areas of math remediation. Teachers will discuss and implement plan for remediation/support and monitor progress.	1.4 Math Teachers Administration/AP	1.4 Gizmos for drill practice and alternative learning strategy	1.4 Gizmos Reports, Pearson success reports, Connect assessments	

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		1.5 Mixed grade and ability levels in same class	1.5 Teachers will differentiate instruction using rotational model to provide for learning needs of students. Tier i: Determine core instructional needs by reviewing assessment for all. Plan differentiated instruction using evidence-based instruction/intervention within 100 minute intensive math block. Tier ii: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of assessment data and will include after school and in-school tutorial remediation/enrichment. Tier iii: Provide additional learning opportunities before and during schools utilizing alternate strategies and materials.	1.5 Math Teacher Tutor, Administration/AP	1.5 Progress monitored on CoreK12 assessments created by benchmark focus	1.5 CoreK12 assessments	
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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	
<p>2. 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><u>Not Applicable</u></p>	<p><i>Not applicable. The number of students accountable at this school site was less than 10. Accountable students included students who were present for February FTE, tested at the school site and had date for two (2) prior years).</i></p>					

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<p><u>Mathematics Goal #2:</u></p> <p>Reduce achievement gap by 10% or match District reduction in achievement gap.</p>						
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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 Mixed grade and ability levels in same class</p>	<p>1.1 Teachers will differentiate instruction using rotational model to provide for learning needs of students. Tier i: Determine core instructional needs by reviewing assessment for all. Plan differentiated instruction using evidence-based instruction/ intervention within 100 minute intensive math block. Tier ii: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of assessment data and will include after school and in-school tutorial remediation/</p>	<p>1.1 Math Teacher Tutor, Administration/AP</p>	<p>1.1 Progress monitored on CoreK12 assessments created by benchmark focus</p>	<p>1.1 CoreK12 assessments</p>		
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		enrichment. Tier iii: Provide additional learning opportunities before and during schools utilizing alternate strategies and materials.					
<u>Algebra Goal #1:</u> <i>50% of accountable will score level 3 or above.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Not applicable: Highridge : 4 students tested</i>	<i>50% of accountable students will score 3 or above.</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 Algebra.</p>	<p>2.1. None</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>		
<p><u>Algebra Goal #2:</u> 25% of accountable students will score above Level 3.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Not applicable: Highridge : 4 students tested</i></p>	<p><i>25% of accountable students will score 3 or above.</i></p>					

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		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 Not applicable	<i>Not applicable. The number of students accountable at this school site was less than 10. Accountable students included students who were present for February FTE, tested at the school site and had date for two (2) prior years).</i>					
<u>Algebra Goal #3:</u> Reduce achievement gap by 10% or match District reduction in achievement gap.							

End of Algebra EOC Goals

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Geometry End-of-Course Goals

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. Students scoring at Achievement Level 3 in Geometry.</p>	<p>1.1 Mixed grade and ability levels in same class</p>	<p>1.1 Teachers will differentiate instruction using rotational model to provide for learning needs of students. Tier i: Determine core instructional needs by reviewing assessment for all. Plan differentiated instruction using evidence-based instruction/intervention within 100 minute intensive math block. Tier ii: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of assessment data and will include after school and in-school tutorial remediation/</p>	<p>1.1 Math Teacher Tutor, Administration/AP</p>	<p>1.1 Progress monitored on CoreK12 assessments created by benchmark focus</p>	<p>1.1 CoreK12 assessments</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

		enrichment. Tier iii: Provide additional learning opportunities before and during schools utilizing alternate strategies and materials.					
<u>Geometry Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>50% of accountable will score level 3 or above.</i>							
	<i>Not applicable, less than 10 students tested</i>	<i>50%</i>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		1.2 Students enter throughout year and it is difficult to identify what student knows and does not know.	1.2 Review diagnostic data if available and provide additional assistance in targeted area. Use CoreK12 benchmarked assessments	1.2 Teacher, Assistant Principal	1.2 Teacher will monitor progress through assessments given after instruction and remediation	1.2 Core K12 assessments	
		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 Geometry.</p>	<p>2.1. None</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>		
<p><u>Geometry Goal #2:</u> 25% of accountable students will score above Level 3.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>NQ, less tha 10 students tested</i></p>	<p>25%</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	
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						
<u>Geometry Goal #3:</u> Reduce achievement gap by 10% or match District reduction in achievement gap.	<i>Not applicable. The number of students accountable at this school site was less than 10. Accountable students included students who were present for February FTE, tested at the school site and had date for two (2) prior years).</i>						

**Mathematics Professional Development
Professional Development
(PD) aligned with
Strategies through
Professional**

2012-2013 School Improvement Plan Juvenile Justice Education Programs

**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) MG Math Teacher	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring Lesson Plan Review and comparison to District Pacing Chart and item Specs	Person or Position Responsible for Monitoring Assistant Principal
MG Math Content Training	6-8	North Area		September		
Marzano Instructional Strategies	ALL	Marzano Trainer	ALL	Begin August and monthly at Early Release	IObservations	Administration
Trans math Training	Int Math Middle Grades	District Trainer	MG Math Int Teacher	September	Monitor student progress in program	Teacher
Geometry Strategies for Teachers	10	District Trainer	HS Math Teacher	Summer 2012 workshop	Lesson Plan Review and comparison to District Pacing Chart and item Specs	Assistant Principal
Geometry: Preparing for EOC and Infusing Standards for Math Practice	10	District	HS Math Teacher	Oct. 4, 2012	Core K12	HS Math Teacher, AP
Algebra I Preparing for EOC and Infusing Standards	9	District	HS Math Teacher	Sept. 19, 2012	Core K12	HS Math Teacher, AP

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Preparing for FCAT 2.0 and infusing standards for Grade 6-8 Math	6-8	District	MS Math	Oct. 31, 25, 2012	Core K12	MS Math Teacher, AP
Gizmo-secondary math and science	6-9	District	Math and Science	Sept. 28, 2012	Gizmo Reports	Ms. Math
TransMath Launch Training	6-8	District	MS Math	Aug. 22, 2012	Core K12	MS Math and AP

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring	After-school tutoring	Title I Part D	1667
Grand Total:\$1,667.00			

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						
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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 Biology.</p>	<p>1.1. Students enter throughout year and it is difficult to identify what student knows and does not know.</p>	<p>1.1. Review diagnostic data if available and provide additional assistance in targeted area. Use CoreK12 benchmarked assessments</p>	<p>1.1. Teacher, Assistant Principal</p>	<p>1.1. Teacher will monitor progress through assessments given after instruction and remediation</p>	<p>1.1. Core K12 assessments</p>		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>Biology Goal #1:</p> <p><i>50% of accountable students will perform at Achievement Level 3 in Biology.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0%</p>	<p>50%</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. None</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>		
<p>Biology Goal #2:</p> <p><i>25% of accountable students in program 10 or more weeks with score above Level 3.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0% (0 of 3)</p>	<p>25%</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	

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
Learn Green Biology 1 Content Area	6-11 10	District District	Science, Math, Support Science Teacher, Resource Teacher	Oct. Teacher Workday Oct. 9, 2012	Science Fair Projects CoreK12 performance	Science Teacher, AP Science Teacher, AP

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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: 0.0			

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. Students enter throughout year and it is difficult to identify what student knows and does not know.</p>	<p>1.1. Review diagnostic data if available and provide additional assistance in targeted area. Use CoreK12 benchmarked assessments</p>	<p>1.1. Teacher, Assistant Principal</p>	<p>1.1. Teacher will monitor progress through assessments given after instruction and remediation</p>	<p>1.1. Core K12 assessments</p>		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<u>Civics_Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>50% of accountable students will Level. Population change does not allow for number value.</i>	<i>No baseline data this year</i>	50%					
		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. None</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>		
<p><u>Civics Goal #2:</u> <i>25% of accountable students will perform above Level 3</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>No data</i></p>	<p>25%</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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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
Civics EOC	7	District	Social Studies Middle School teacher	Oct. 16, 2012	Core K12	SS teacher, AP

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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: 0.0			

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 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 U.S. History.</p>	<p>1.1. Students enter throughout year and it is difficult to identify what student knows and does not know.</p>	<p>1.1. Review diagnostic data if available and provide additional assistance in targeted area. Use CoreK12 benchmarked assessments</p>	<p>1.1. Teacher, Assistant Principal</p>	<p>1.1. Teacher will monitor progress through assessments given after instruction and remediation</p>	<p>1.1. Core K12 assessments</p>		

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>					
<i>50% of accountable students will Level. Population change does not allow for number value.</i>							
	<i>No prior data.</i>	50%					
		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. None</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>		
<p><u>Civics Goal #2:</u> <i>25% of accountable students will perform above Level 3</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>No prior data.</i></p>	<p>25%</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
US History EOC	10	District	High School Social Studies Teacher	Oct. 16	Core K12	HS Social Studies Teacher, AP
Common Core HS Social Studies	9-11	District	High School Social Studies Teacher	Oct. 9	Core K12	HS Social Studies Teacher, AP

U.S. History 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
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: 0.0			

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. Person to administer Interest and learning style Inventories.</p>	<p>1.1. Students will be enrolled in Choices Program and complete the Learning Styles Inventory and Interest Inventory. Information will be reviewed with students during Student Awareness Meetings (SAMS). Students will spend 30 minutes per week exploring Choices program and completing portfolio during Social Studies classes.</p>	<p>1.1. Career Resource Teacher, Guidance Counselor</p>	<p>1.1. Review of inventories and portfolios , student conversations</p>	<p>1.1.</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>All students will participate in Choices Interest and Learning Style Inventories.</p> <p>All students will understand their learning styles and explore careers reflecting their interests at this time.</p> <p>Note: This school is a three (3) month program. Students enter throughout the year and return to home school.</p>							
		<p>1.2 Student lack of knowledge of post-secondary opportunities</p>	<p>1.2 School College Day: Teachers will share information about their Alma Maters and how their college experience impacted their careers.</p>	<p>1.2 Teachers, AP, Career/ Graduation Coach</p>	<p>1.2 Observation of class discussion, student evaluations, Presentation Evaluations, sign-in</p>	<p>1.2 Surveys</p>	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		1.3. Speakers for students	1.3. Career Coach will network with community and state agencies. Students participate in Career Day each Semester with a variety of occupations represented.	1.3. Career Coach and resource teacher	1.3. Observation of class discussion, student evaluations, Presentation Evaluations, sign-in	1.3. Presentation Evaluation	
		1.4 Entry and exit timing,	1.4 All grade 8 students will complete ePep with guidance counselor prior to end of school year	1.4 Guidance Counselor	1.4 Completion of ePep	1.4 Guidance notes	

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
Choices Training	6-12	Florence Maitland, Lisa Keough	Career Resource Teacher, Guidance Counselor, all students	September, common planning	Documentation of Interest and Learning Styles Inventories, Choice Program Reports	Assistant Principal
Realizing the College Dream	6-12	Alma Horne, Florence Maitland and Lisa Keough (guidance)	Career Coach	October, 2012, monthly	Observation of student meetings, documentation of individual meetings in student folder	Assistant Principal
State University College Admissions Training	8-12	Alma Horne	Career Coach	September, 2012, monthly	Observation of student meetings, documentation of individual meetings in student folder	Assistant Principal
ACT College and Career Readiness	8-12	Alma Horne, Florence Maitland and Lisa Keough (guidance)	Career Coach, Career Resource Teacher, Guidance Counselor	October 3, 2012, monthly	Observation of student meetings, documentation of individual meetings in student folder	Assistant Principal
Youth Empowerment Center Workshop and Roundtable meetings	6-12	Alma Horne	Career Coach	September, 2012, monthly	Observation of student meetings, documentation of individual meetings in student folder	Assistant Principal
8 Components of Graduation	8-12	Alma Horne, Lisa Keough	Career Coach, Guidance Counselor	Aug. 15, 2012	Observation of student meetings, documentation of individual meetings in student folder	Assistant Principal
Persist	12	Alma Horne, Florence Maitland	Career Coach, Career Resource Teacher	October, 2012, ongoing	Observation of student meetings, documentation of individual meetings in student folder	Assistant Principal
Adolescent Depression Awareness Program Training	6-12	Mary Beth Roberts, Lisa Keough, Linda Mackin, Alma Horne	Teacher, Guidance, AP, Career Coach	October 2012, ongoing	Documentation of notification to guidance	Guidance Counselor

2012-2013 School Improvement Plan Juvenile Justice Education Programs

SHIP Summit: Student Leadership	8-12	Alma Horne	Career Coach: relationships, leadership, entrepreneurship	September 2012	Observation of student meetings, documentation of individual meetings in student folder	Assistant Principal
College Board Counselor Workshop	9-12	Guidance, Career Counselor	College Board	Sept. 19, 2012	Student Testing Rosters	Guidance Counselor
High School Counseling Directors Meetings	9-12	Guidance	District	Sept. 10, 2012	Transition Information	Guidance

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
Subtotal:	
Technology	
Strategy	Descr
Subtotal:	
Professional Development	
Strategy	Descr
FDOE Drop-out prevention: Transition/Curriculum Workshop	Trave
Subtotal: \$300.00	
Other	
Strategy	Descr
Direct Instruction Careers	Person
Counseling and coaching for group and individuals; Career Fairs, College Fairs, Motivational Speakers	Person
Grand Total: \$22,045.00	

End of Career Education Goal(s)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Transition Goal(s)

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

Guiding Questions to Inform the Problem-Solving Process

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

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. Transition Goal</p>	<p>1.1. Unexpected withdrawals.</p>	<p>1.1. Communication weekly with program staff, identifying students who may unexpectedly withdraw.</p>	<p>1.1. Data Processor, Assistant Principal</p>	<p>1.1. Quarterly review of percent of students re-enrolled in school or other program.</p>	<p>1.1. Entry-Withdrawal report generated in TERMS</p>		
<p><i>95% of students will transition back to school within 3 days of exiting program.</i></p>	<p><u>2012 Current Level</u> :*</p>	<p><u>2013 Expected Level</u> :*</p>					
	<p>95%</p>	<p><i>95% successfully transition back to home school or program they were prior to entry.</i></p>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		1.2. Students going to out-of-county or GED programs	1.2. Email/phone contact made with comprehensive/charter school guidance counselor.	1.2. Guidance Counselor, Assistant Principal	1.2. Review TERMS to track academic data	1.2. EDW Graduation	
		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
Adolescent Depression Awareness Program	9-12	Dr. Karen Swartz	Guidance, AP, Teacher, Support	Oct. 19, 2012	3 student sessions, 1 hour each with pre and post test	Guidance, Teacher, AP
Foster Care School Contact Orientation	5-12	Child Net, SEDNET	Guidance, AP	Oct. 11, 2012	Student Enrollment	Guidance

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
Subtotal:	
Technology	
Strategy	Descr
Subtotal:	
Professional Development	
Strategy	Descr
Subtotal:	
Other	
Strategy	Descr
Organization materials	
Grand Total: \$400.00	

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. None, section not applicable	1.1.	1.1.	1.1.	1.1.		

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<i>Continue student attendance rate of 98(%)</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	98%	98%					
	<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)					
	0	0					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies</u> (10 or more)					
	0	0					
		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

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

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**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
Not Applicable						

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	
NA				
Subtotal:				
Technology				
Strategy	Description of Resources	Funding Source	Available Amount	
NA				
Subtotal:				
Professional Development				
Strategy	Description of Resources	Funding Source	Available Amount	
NA				
Subtotal:				

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Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			
Grand Total: 0.0			

End of Attendance Goals

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$1, 667.00
Mathematics Budget	Total: \$1,667.00
Science Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Career Budget	Total: \$22,045.00
Transition Budget	Total: \$400.00
Attendance Budget	Total:
	Grand Total: \$25,779.00

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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.
The high mobility rate of students in this school (students stay for 90 days (60 school days) and return to their home school inhibits participation of parents in a long term commitment to SAC. Resident staff members participate on behalf of the parents and share information to parents during weekly sessions (varied throughout the week.) The principal and school based staff meets regularly with the Highridge Family Center staff to communicate information regarding the school and student achievement. Information is sent home on a regular basis through the Family Center from the school. Assistant Principal and Lead Behavior Staff from Family Center meet with elected students to share SAC information and provide opportunity for student input to be shared at SAC meetings. Lead Behavior Staff from Family Center acts as parent liaison for parents in the program.

Describe projected use of SAC funds.	Amount
Materials focusing on student organization and preparedness: binders, dividers, pen pouches, paper, pens, pencils	400.00

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<p>Describe the activities of the School Advisory Council for the upcoming year.</p> <p>Monthly meetings, participation of stakeholders in student and parent orientation meeting</p> <p>Review of School Improvement Plan including improving student achievement strategies</p> <p>Review of School Achievement Data</p> <p>Character Education program implementation.</p> <p>EDW and school web site training</p> <p>Administrative reports and updates to stakeholders</p>
