FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
for Juvenile Justice Education Programs

2012–2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: JoAnn Bridges Academy (JBA)	District Name: Madison
Principal: Lynn Jones, Lead Teacher	Superintendent: Doug Brown
SAC Chair: Lynn Jones	Date of School Board Approval:

Student Achievement Data:

Use data from the Common Assessment to complete reading and mathematics goals. Programs may include math data from the math assessment used in 2011–2012.

Administrators

List your school's on-site administrators who are responsible for educational services (e.g., principal, lead educator) and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Principal					
Lead Educator	Lynn Jones	Early Childhood Education/(Nursery - Kindergarten; Elementary Education/(Grades 1-6); Elementary Education/ (Grades K-6); Exceptional Student Education/(Grades K-12) Masters of Science Elementary Education Professional Certification 561835	1	0	No data available

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
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.
Business Education	Jennifer Cox	Business Education, B.S. Math 6-12, TABE	5	19	No data available
ESE	Lynn Jones	Certification ESE K-12	1	25	No data available

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Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. The teacher recruitment and retention of JBA is one of the most important factors in educating our students. We offer on-the-job training, six (6) hours of paid college tuition, paid vacations and holidays, ten (10) planning days, family/medical leave, health benefits, life insurance, retirement/tenure plans and reduced class sizes.	Lead Teacher, Facility Administrator	On-going	
2. Offering, providing information about, hosting of professional development and networking activities	Lead Teacher, Madison County School District	On-going	
3. Participation in District Professional Development opportunities in pursuit of endorsements, professional development, and permanent certification	Lead Teacher, Madison County School District	On-going	
4. Participation in district, state, and company recruiting events	Lead Teacher, Facility Administrator	On-going	

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
33% (1) Certified teacher who is not HQ	Certified Teacher: The teacher will focus on completing the reading endorsement requirements.
33% (1) Certified teacher who is not HQ but considered HE based on previous evaluations – currently out-of-field.	Certified Teacher: The teacher will focus on establishing clear, observable school-wide Instructional Strategies.

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Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
3	0%(0)		33% (1)	66% (2)	33%(1)	66%(2)	0%(0)	0%(0)	0%(0)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A			

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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.

1. Each teacher will instruct on identifying key words and phrases in curriculum as a comprehension strategy.
2. Each teacher will provide ongoing practice of reading content and answering questions to represent comprehension of content.
3. Each teacher will implement a word wall within the classroom.
4. Each teacher will implement reading comprehension strategies in coordination with their content area.

High Schools Only

Note: Required for High School- Sec. 1003.413 (2)(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

JBA offers Computing for Colleges and Careers as an elective course and supplements with employability skills as well as job skills 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?

The students complete the CHOICES Career Inventory and a Learning Styles Inventory to help support their academic progress and support their career interests while enrolled at JoAnn Bridges Academy.

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.

The student population is academically deficient when compared to cohort students. JBA has a working agreement with facilitators of the ASVAB examination so that proctors at our site administer the test twice a year.

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				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Percentage of students making learning gains in reading. Reading Goal #1: To increase FCAT levels and reading gains for all JBA students during the 2012-2013 school year.			1.1. Students lack motivation to perform at a proficient reading level due to previous failure in school.	1.1. Ensure the complete implementation of the Read 180 program. Use the Common Assessment Courseware - Reading for Information, Locating Information, FCAT Explorer, Implement Literature Circles, Upgrade the school library. Use technology tools to increase reading and writing proficiency.	1.1. Reading Teachers, Lead Teacher, District Staff	1.1. Evaluate Data - PRMN Assessment, Common Assessment Courseware - Reading for Information, Locating Information, FCAT Explorer	1.1. 2012 - 2013 FCAT Reading Scores, Common Reading Assessment
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	19.5% (46)	*20% or more of the population will score at or above their appropriate grade level and read at a minimum of level 3 on the 2013 FCAT.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			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**						
Reading Goal #2: N/A							

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
To determine the effectiveness of the Read 180 curriculum and the Common Assessment Courseware - Reading for Information, Locating Information	6- 12	JBA Reading Teachers	Reading Teachers, Lead Teacher	Quarterly	All reading teachers will discuss and review the student grades in Read 180, FCAT, PRMN and Common Core Data. Each teacher will meet with district staff as a follow-up to the quarterly meetings.	Reading Teachers, Lead Teacher , District Staff

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Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Update Read 180 materials that include the Common Core Standards.	Read 180 materials	Youth Services International	
Implement Literature Circles with nonfiction books in conjunction with Nonfiction Response Questions for student Reading Response Logs	Nonfiction literature books (sets of 5 to 6)	Youth Services International	
Field Trip/Guest Speakers			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement reading and writing tools to improve proficiency	AlphaSmart NEO, Victor Reader, iTunes University, Lit2Go, Smartboard	Youth Services International, Learning Ally	
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Literature Circles Training	Online Literature Circles Webinars, Professional Development Literature Collections – DVD based	Youth Services International	
Attend Common Core Training to improve understanding of reading standards	Common Core Training		
District reading meeting/focus groups			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Upgrade the school library	Resources for the library	Youth Services International, Learning Ally	
			Grand Total:

End of Reading Goals

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

Guiding Questions to Inform the Problem-Solving Process
▪ Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012.   ▪ 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
1. Percentage of students making learning gains in mathematics. <u>Mathematics Goal #1:</u> To increase FCAT levels and math gains for all JBA students in grades 6-8 during the 2012-2013 school year.			1.1. Students lack motivation to perform at a proficient math level due to previous failure in school.	1.1. JBA students will utilize FCAT Explorer, Common Assessment Courseware – Applied Math, math support materials, and in-class interactive games.	1.1. Lead Teacher, Math Teachers, Madison County School District	1.1. Evaluations of students participating interactive games and data from FCAT Explorer, Common Assessment Courseware – Applied Math	1.1. FCAT, Common Math Assessment
	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	22.7% (22)	*23% or more of the population will score at or above their appropriate grade level and score at a minimum of level 3 on the 2013 FCAT.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			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**						
Mathematics Goal #2: N/A							

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1: There will be a 1% increase in the number of students achieving Level 3 proficiency in Algebra 1 EOC.	2012 Current Level of Performance:* *0% (13)*	2013 Expected Level of Performance:* *1% or more of the student population will score at or above their appropriate grade level.*	1.1. Students lack knowledge/exposure and opportunity to sit for the Algebra I EOC assessment due to previous failure of lower level math courses in school.	1.1. JBA students will utilize FCAT Explorer, CBT practice test (ePAT), Common Assessment Courseware – Applied Math, math support materials, and in-class interactive games.	1.1. Lead Teacher, Math Teachers, Madison County School District	1.1. Evaluations of students participating interactive games and data from FCAT Explorer, Common Assessment Courseware – Applied Math	1.1. FCAT, EOC assessment, Common Math Assessment

			1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2: N/A	2012 Current Level of Performance:* ***Enter numerical data for current level of performance in this box.***	2013 Expected Level of Performance:* ***Enter numerical data for expected level of performance in this box.***	2.1	2.1	2.1	2.1	2.1	
			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%. Algebra Goal #3: N/A	**Baseline data 2010-2011**							

End of Algebra EOC Goals

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<u>**Geometry End-of-Course Goals**</u>

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry. <u>Geometry Goal #1:</u> There will be a 1% increase in the number of students achieving Level 3 proficiency in Geometry EOC.	<u>2012 Current Level of Performance:*</u> *0% (6)*	<u>2013 Expected Level of Performance:*</u> *1% or more of the population will score at or above their appropriate grade level.*	1.1. Students lack knowledge/exposure and opportunity to sit for the Geometry EOC assessment due to previous failure of lower level math courses in school.	1.1. JBA students will utilize FCAT Explorer, CBT practice test (ePAT), Common Assessment Courseware – Applied Math, math support materials, and in-class interactive games.	1.1. Lead Teacher, Math Teachers, Madison County School District	1.1. Evaluations of students participating interactive games and data from FCAT Explorer, Common Assessment Courseware – Applied Math	1.1. FCAT, EOC assessment, Common Math Assessment
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. <u>Geometry Goal #2:</u> <u>N/A</u>	<u>2012 Current Level of Performance:*</u> *Enter numerical data for current level of performance in this box.*	<u>2013 Expected Level of Performance:*</u> *Enter numerical data for expected level of performance in this box.*	2.1	2.1	2.1.	2.1.	2.1.

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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**					
Geometry Goal #3: N/A						

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 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
To increase student success on the FCAT/EOC Mathematics assessments	6-12	Lead Teacher, District Staff	Math Teachers, Lead Teacher	Quarterly	All math teachers will discuss and review the student data from FCAT Explorer, FCAT, EOC, and Common Core Data. Each teacher will meet with district staff as a follow-up to the quarterly meetings.	Math Teachers, Lead Teacher, District Staff

End of Geometry EOC Goals

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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
Use games to enhance curriculum	Math games		
Field Trip/Guest Speakers			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize text-based websites to enhance the curriculum.	Internet		
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Attend Common Core Training to improve understanding of math standards	Common Core Training		
District math meetings/focus groups			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total:

End of Mathematics Goals

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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
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1: There will be a 1% increase in the number of students achieving Level 3 proficiency in Biology I EOC.	2012 Current Level of Performance:* *0% (4)*	2013 Expected Level of Performance:* *1% or more of the population will score at or above their appropriate grade level.*	1.1. Students lack knowledge/exposure and opportunity to sit for the Biology I EOC assessment due to previous failure of lower level science courses in school.	1.1. JBA will provide FCAT Explorer, science preparedness activities, virtual field trips, interactive websites and in class interactive games.	1.1. Science Teachers, Lead Teacher, District Staff	1.1. Evaluations of students participating in preparedness activities, virtual field trips, interactive websites and in class interactive games	1.1. EOC assessment
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2.1.	2.1.	2.1.	2.1.	2.1.

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Science Professional Development

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
To increase student success on the FCAT/EOC Science assessment	6-12	Lead Teacher, District Staff	Science Teachers, Lead Teacher	Quarterly	All science teachers will discuss and review the student data from FCAT Explorer, FCAT, EOC assessment. Each teacher will meet with district staff as a follow-up to the quarterly meetings.	Science Teachers, Lead Teacher, District Staff
District Science trainings/meetings	6-12	Lead Teacher, District Staff	Science Teachers, Lead Teacher	Quarterly	All science teachers will discuss and review the student data from FCAT Explorer, FCAT, EOC assessment. Each teacher will meet with district staff as a follow-up to the quarterly meetings.	Science Teachers, Lead Teacher, District Staff

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
Use games to enhance curriculum	Science games		

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			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Utilize text-based websites to enhance the curriculum.	Internet		
Field Trip/Guest Speakers			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Attend Common Core Training to improve understanding of science standards	Common Core Training		
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Science Goals

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

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

Civics Professional Development

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

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Civics Budget (Insert rows as needed)

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

End of Civics Goals

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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**				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

2012-2013 School Improvement Plan Juvenile Justice Education Programs
U.S. History Professional Development

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

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

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

End of U.S. History Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Career Education Goals

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

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

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

CAREER EDUCATION GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Career Education Goal To increase the number of students receiving the Microsoft Word, Microsoft Excel and/or Microsoft PowerPoint certificates. 2. 100% of students will identify 2 career interests and complete the Florida Choices course.	2012 Current Level :* *0%(0)*	2013 Expected Level :* *1% of the population will pass the certification exam.*	1.1. Students lack ability to work independently and the inability to take computer courses, lack of computers and Internet access.	1.1. Build a schedule that allows students to use the computers at an optimum time.	1.1. Lead Teacher, Business Education Teacher	1.1. Tracking the number of Microsoft certificates issued after the completion of the Computing for Colleges and Careers.	1.1. Microsoft Certificates and/or Certifications
			1.2. Lack technology and support	1.2. Acquire appropriate technology and MIS support.	1.2. Lead Teacher	1.2. Students complete Florida Choices.	1.2. Online portfolio
			1.3.	1.3.	1.3.	1.3.	1.3.

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

<table>
<tr><td colspan="7">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.</td></tr>
<tr>
<td>PD Content /Topic and/or PLC Focus</td>
<td>Grade Level/Subject</td>
<td>PD Facilitator and/or PLC Leader</td>
<td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td>
<td>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td>
<td>Strategy for Follow-up/Monitoring</td>
<td>Person or Position Responsible for Monitoring</td>
</tr>
<tr>
<td>Microsoft Training leading to a Certificate or Certification</td>
<td>9 -12</td>
<td>Microsoft Certified Instructor, Lead Teacher, Business Education Teacher</td>
<td>Lead Teacher, Teachers, Business Education Teacher</td>
<td>Monthly</td>
<td>Tracking the number of Microsoft certificates and/or Certifications issued to students participating in the program</td>
<td>Lead Teacher, Business Education Teacher</td>
</tr>
<tr>
<td>Florida Choices webinar</td>
<td>6-12</td>
<td>Florida Department of Education</td>
<td>Lead Teacher, Teachers</td>
<td>Monthly</td>
<td>Professional Development Folder/Checklist, student portfolios</td>
<td>Lead Teacher</td>
</tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Career Education Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Career Day	Community Persons		
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Laptops/Internet Access/Printers			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Technology Conferences			
Microsoft Training			
			Subtotal:
Other			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total:

End of Career Education Goal(s)

Transition Goal(s)

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

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

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

TRANSITION GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Transition Goal Student transition begins upon entry to JBA. Each student receives education, social, and emotion transition goals.	2012 Current Level :* *100% of student files contain exit documentation upon their exit from the program.*	2013 Expected Level :* *100% of student files contain exit documentation within 30 days of program completion.*	1.1. Receiving timely information from the sending facility; following up with the receiving counties for at least one school year to determine if a youth meets her transition goals and stays on track with her academic plan upon release from JBA.	1.1. Develop a transition procedure to monitor communication with regional transition specialists to follow-up with released youth, their school districts, their families, and community involvement.	1.1. Lead Teacher, Teachers, Case Managers, Therapists, Program Manager, Nurse	1.1. Data collected from all parties.	1.1. Statistical information as shown by data collected from all parties to compare the number of students served, truancy rate upon entry into school, grade level, credit level deficiency upon post release and entry into an educational setting up to one year post release.

			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
To ensure that the redirection and transition services provided to the youth during length of stay are affecting the student's overall educational, social, and emotional performance post-release.	6th – 12th	Lead Teacher	Lead Teacher, Teachers, Case Managers, Therapists, Program Manager, Nurse	On-Going	All PD participants will meet monthly to ensure quality of communication and accuracy of data.	Lead Teacher

Transition Budget (Insert rows as needed)

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

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

End of Transition Goal(s)

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

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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic 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
FOCUS Training	6-12					

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Final Budget (Insert rows as needed)

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☐ Yes   ☒No

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

Describe projected use of SAC funds.	Amount
1. To organize FCAT/EOC incentives for students	
2. To organized off-campus field trips/educational incentive trips for students to enhance learning in the classroom	
3. To organize an in-house hospitality/appreciation incentive program for staff morale/support	
4. To offer teacher professional development opportunities	

Describe the activities of the School Advisory Council for the upcoming year.
To meet on a regular basic and implement the activities set forth in the projected budget; to increase knowledge of and community outreach for the school.