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: DOVE Vocational Academy	District Name: Jackson
Principal: Amy Barnes	Superintendent: Steve Benton
SAC Chair: Jodi Savoy	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.
Lead Educator	Amy Barnes	Bachelor's Degree in Criminal Justice; Professional Certification in Elementary K-6 and Middle School Integrated Curriculum 5-9.	2yrs 10months	1yr 5 months	2011-2012: No Common Assessment until August 2012 2010-2011: Math= 59% learning gains Reading= 61% learning gains

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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.

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 6th-12th, Science 6th-12th, Social Studies 6th-12th.	Joan Lasseter	Bachelor's Degree in Middle School Mathematics Education; Professional Certification in Mathematics 5-9 and Middle Grades Integrated Curriculum 5-9	1yr 8 months	3	2010-2011: Math= 59% learning gains

ESE Staffing Specialist , Culinary Arts	Elaine Barfield	Bachelor's Degree in Music:Vocal/Choral/Piano Temporary Certificate in Exceptional Student Education K-12	1 yr 4 months	1 yr 4 months	N/A
Language Arts/ Reading 6th-12th, Social Studies 6th-12th.	Amy Barnes	Bachelor's Degree in Criminal Justice; Professional Certification in Elementary K-6 and Middle School Integrated Curriculum 5-9.	2yrs 10 months	6	2010-2011: Reading= 61% learning gains

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. Provide monetary supplements upon completion of additional endorsements to current certification.	Education Director/Lead Teacher	On going	
2. Partnering new teachers with veteran staff.	Education Director/Lead Teacher	On going	
3. Regular staff meetings with new teachers with Education Director and Director of Curriculum and Instruction.	Education Director/Lead Teacher and Director of Curriculum and Instruction	On going	
4. College Campus Job Fairs and recruiting at Universities	Education Director/Lead Teacher and Director of Curriculum and Instruction	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

100% (2) (in at least one course since instructor teaches multiple courses/fields)	1. Provide monetary supplement upon completion of additional endorsements to current certification. 2. Provide on-going support and professional development.

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	1	2	1	0%	0%	33% (1)	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
Amy Barnes	Elaine Barfield	Beginning Teacher	Classroom visits and feedback, completion of the beginning teacher program.

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

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

All teachers will address reading in their Individual Professional Development Plan (IPDP) by choosing a content cluster area to focus on in their classroom during the school year.

All teachers will participate in high quality professional development opportunities in reading strategies that will result in increased student learning and achievement.

The Education Director will conduct classroom walkthroughs in all content classes on a regular basis to observe the implementation of the school's literacy initiatives.

*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?

Dove Vocational Academy offers two (2) vocational classes in culinary arts and business technology. The purpose of these programs is to provide a continuum of services to each girl that includes a full range of accredited vocational training classes. These programs focus on applying skills, as well as planning, management, finance, labor issues, community issues, health, safety, and environmental issues. A student who completes the applicable competencies earns an Occupational Completion Point (OCP), which may allow them to earn a certificate that signifies a certain level skill recognized by the industry.

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?

Dove Vocational Academy offers students elective courses in all vocational training classes.

Every high school student is enrolled in either a Career Planning or Employability Skills course.

Upon entry into our school, the students take a vocational and learning inventory. The inventory guides academic and career planning. The students meet with the Principal/Guidance counselor to discuss course selection.

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.

DOVE Vocational Academy's percentage of graduates completing a college prep curriculum, enrolled in Algebra 1 course before 9th grade, completed at least one level 3 high school math course, and completed a Dual Enrollment math course are well below the district average. Dove Vocational is also focused on GED Preparedness. The school offers Industry certification for student enrolled in Business and Culinary.
 P.E.R. T. will be given to all identified eleventh graders.

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: *Increase the number of students making learning gains by 2% over 2012 performance levels as evidenced by the DJJ Common Assessment.*	2012 Current Level of Performance:* *61% (27) increase.*	2013 Expected Level of Performance:* *88% (21) of total number of students tested.*	1.1. Lack of reading reinforcement and opportunities outside of education hours.	1.1. Provide access to high-interest books outside of education hours. Students will track their reading with signed reading logs.	1.1. Education Director and Language Arts teachers	1.1. Review student reading logs.	1.1. Reading logs.
			1.2. Teacher use of assessment data and resources.	1.2. Provide professional development to include conceptual knowledge of testing	1.2. Education Director	1.2. Discussion/feedback of professional development from instructors and teachers; Classroom	1.2. Assessment results.

		statics and resources.		walkthroughs.	
		1.3. Lack of basic reading skills.	1.3. Teachers will focus on remedial strategies of basic reading skills.	1.3. Language Arts and Reading teachers.	1.3. Monthly meetings with Reading teachers.	1.3. DAR, SRA 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
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** **61% learning gains**	**61% learning gains**	**63% learning gains**	**65% learning gains**	**67% learning gains**	**69% learning gains**	**71% learning gains**
Reading Goal #2: Increase the number of students making learning goals by 2% each school year.							

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
Reading Endorsement	3-12	Online/face-to-face courses	Reading Teacher	2012-13	Evidence of online/face-to-face course	Lead Teacher
Reading and Writing for College Success	12	PAEC	English Teacher	2012-13	Schedule/Lesson Plan	Lead Teacher

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
HS Rdg Supplemental Remediation Curriculum	The Edge- National Geographic	Basic FTE	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
PLATO Licenses	Remedial	Title 1 N & D	$9,000.00
			Subtotal: $9,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total: $10,000.00

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
▪ 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. Mathematics Goal #1: *Increase the number of students making learning gains by 2% over 2012 performance levels as evidenced by the DJJ Common Assessment.*	2012 Current Level of Performance:* *59% (26) increase*	2013 Expected Level of Performance:* *88% (21) of total number of students tested*	1.1. Lack of basic math skills.	1.1. Facilitate remediation through PLATO Learning Systems.	1.1. Education Director and Teachers	1.1. Analyze PLATO progress reports.	1.1. PLATO progress reports
			1.2. Lack of progress monitoring for mathematics.	1.2. CBM-Math for progress monitoring and development of instructional activities to address	1.2. Education Director and Teachers	1.2. Analyze data, feedback from math teacher.	1.2. CBM-Math, Exit Assessments

			deficient skills.		
		1.3. Lack of mathematics manipulatives to increase better understanding of math concepts.	1.3. Purchase and utilize mathematics manipulatives to enhance math instruction.	1.3. Education Director and Teachers	1.3. Classroom walkthroughs	1.3. Teacher assessments and student feedback.

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** **59% learning gains**	**59% learning gains**	**61% learning gains**	**63% learning gains**	**65% learning gains**	**67% learning gains**	**69% learning gains**
Mathematics Goal #2: Increase the number of students making learning gains by 1% each school year.							

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.			1.1. Lack of content-specific, ongoing support to struggling students.	1.1. Assign experienced teachers to Algebra 1 teacher	1.1. Education Director and Algebra 1 teacher	1.1. Analysis of checkpoint test scores	1.1. Checkpoint tests
Algebra Goal #1: Increase the number of students making learning gains by 2% over 2012 performance levels as assessed by the Algebra EOC.	2012 Current Level of Performance:* *33%(1)student with a level 3*	2013 Expected Level of Performance:* *2% of number of students assessed.*					

			1.2. Lack of remediation for struggling students	1.2. Offer and encourage student participation in after-school tutoring.	1.2. Education Director and Algebra 1 teacher	1.2. Feedback from Algebra 1 teacher and tutors	1.2. Teacher assessments and student feedback
			1.3. Algebra 1 repeater students	1.3. Develop and Algebra 1 pacing guide for Algebra 1 repeater students	1.3. Education Director and Algebra 1 teacher	1.3. Analysis of EOC, checkpoint tests	1.3. EOC, checkpoint tests
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			2.1. Continued support for achieving Algebra 1 students and not just focusing on struggling students to pass the EOC	2.1. Focus instruction through alignment with Algebra objectives through an experienced Algebra 1 teacher.	2.1. Education Director and Algebra 1 teacher	2.1. Collaboration of Algebra 1 teachers	2.1. EOC, checkpoint tests
Algebra Goal #2: Increase the number of students making learning gains by 2% over 2012 performance levels as assessed by the Algebra EOC	2012 Current Level of Performance:* *0%(3)*	2013 Expected Level of Performance:* *2% of number of students assessed*					
			2.2. Lack of materials and resources	2.2. Provide materials, resources, and common planning time for the Algebra 1 teachers	2.2. Education Director and Algebra 1 teacher	2.2. Analyze data, feedback from Algebra 1 teacher	2.2. Teacher assessments and student feedback
			2.3 Lack of a plan to improve achievement	2.3 Collaboratively develop an action plan to improve student achievement	2.3 Education Director and Algebra 1 teacher	2.3 Analyze data and collaboration	2.3 EOC results
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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3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 N/A	50% learning gains	54% learning gains	58% learning gains	62% learning gains	66% learning goals	70% learning goals
Algebra Goal #3: Increase the number of students making learning goals by 4% each school year as evidenced on the EOC.							

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Lack of content-specific, ongoing support to struggling students.	1.1. Assign experienced teachers to Geometry	1.1. Education Director and Geometry teacher	1.1. Analysis of checkpoint test scores	1.1. Checkpoint tests
Geometry Goal #1: Increase the number of students making learning gains by 2% over 2012 performance levels as assesses by the Geometry EOC	2012 Current Level of Performance:* *Zero students were assessed*	2013 Expected Level of Performance:* *2% of number of total students assessed*					

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			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
			1.2. Lack of remediation for struggling students.	1.2. Offer and encourage student participation in after-school tutoring	1.2. Education Director and Geometry teacher	1.2. Feedback from Geometry teacher and tutors	1.2. Teacher assessments and student feedback	
			1.3. Geometry repeater students	1.3. Develop an Geometry pacing guide for Geometry repeater students	1.3. Education Director and Geometry teacher	1.3. Analysis of EOC, checkpoint tests	1.3. EOC, checkpoint tests	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. Continued support for achieving Geometry students and not just focusing on struggling students to pass the EOC.	2.1. Focus instruction through alignment with Geometry objectives through an experienced Geometry teacher	2.1. Education Director and Geometry teacher	2.1. Collaboration of Geometry teachers	2.1. EOC, checkpoint tests	
Geometry Goal #2: Increase the number of students making learning gains by 2% over 2012 performance levels as assesses by the Geometry EOC	2012 Current Level of Performance:*	2013 Expected Level of Performance:* *2% of number of total students assessed*						
			2.2. Lack of materials	2.2. Provide materials, resources, and common planning time for the Geometry teachers	2.2. Education Director and Geometry teacher	2.2. Analyze data, feedback from Geometry teacher	2.2. Teacher assessment and student feedback	
			2.3	2.3	2.3	2.3	2.3	

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 **N/A**	N/A	3% learning gains	6% learning gains	9% learning gains	12% learning gains	15% learning gains

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Rule 6A-1.099811
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Geometry Goal #3: Increase the number of students making learning gains by 3% each school year.						

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

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
Revised Algebra Curriculum	AGS	Basic FTE	$500.00

Math Manipulatives	Quill	Basic FTE	$300.00
			Subtotal: $800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
PLATO remediation	PLATO licenses	Title 1 N & D	$9,000.00
			Subtotal: $9,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total: $9,800.00

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1: Increase the number of students making learning gains by 2% over 2012 performance levels as assesses by the Biology EOC	2012 Current Level of Performance:* *Zero students were assessed*	2013 Expected Level of Performance:* *2% of number of total students assessed.*	1.1. Lack of Biology vocabulary building	1.1. Teach vocabulary/terminology through the use of flash cards and word walls	1.1. Biology teacher	1.1. Teacher review of assessments	1.1. Teacher assessment

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		1.2. Identified repeat Biology takers	1.2. Identify repeat Biology takers and provide a Biology EOC exam study review guide	1.2. Education Director and Biology teacher	1.2. Frequent review checks	1.2. Study guide logs
		1.3. Lack of preparedness of the EOC	1.3. Students will take multiple sample Biology tests	1.3. Biology teacher	1.3. Review of sample tests	1.3. Sample tests
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: Increase the number of students making learning gains by 2% over 2012 performance levels as assesses by the Biology EOC	<u>2012 Current Level of Performance:</u>* *Zero students were assessed* / <u>2013 Expected Level of Performance:</u>* *2% of number of total students assessed.*	2.1. Lack of an action plan	2.1. Collaboratively develop an action plan to improve student achievement in Biology	2.1. Education Director and Biology teacher	2.1. Review of the action plan	2.1. EOC results, teacher checkpoint tests
		2.2. Lack of preparedness of the EOC	2.2. Students will take multiple sample Biology tests	2.2. Biology teacher	2.2. Review of sample tests	2.2. Sample tests
		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

Science Budget (Insert rows as needed)

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

End of Science Goals

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: *Enter narrative for the goal in*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

this box.	*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 Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: *Enter narrative for the goal in this box.*	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.*					
			2.2.	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
Applied Civics Training PD	Grade 7	PAEC	Social Studies Teacher	8 hours	PAEC transcripts	Education Director

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Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

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. Lack of preparedness of the EOC	1.1. Students will take multiple sample US History tests	1.1. US History Teacher	1.1. Review of sample tests	1.1. Sample tests

2012-2013 School Improvement Plan Juvenile Justice Education Programs

U.S. History Goal #1: 40% of students assessed will achieve a passing scores on the EOC	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	40% of students assessed will achieve a passing scores on the EOC					
			1.2. Lack of an action plan	1.2. Collaboratively develop an action plan to improve student achievement in US History	1.2. Education Director and US History teacher	1.2. Monthly meetings, review of test data	1.2. Test data
			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. Lack of preparedness of the EOC	2.1. Students will take multiple sample US History tests	2.1. US History Teacher	2.1. Review of sample tests	2.1. Sample tests
Civics Goal #2: *20% of students assessed will achieve a passing score on the EOC*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*20% of students assessed will achieve a passing score on the EOC*					
			2.2. Lack of an action plan	2.2. Collaboratively develop an action plan to improve student achievement in US History	2.2. Education Director and US History teacher	2.2. Monthly meetings, review of test data	2.2. Test data
			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	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for

2012-2013 School Improvement Plan Juvenile Justice Education Programs

and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		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

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.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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			1.1. Academic skills required to earn an OCP	1.1. Collaboration between CTE courses and math and English classes will be established to provide real world connection to learning	1.1. Education Director, CTE instructors, math teacher, English teacher	1.1. Analysis of checklists and collaboration with academic teachers	1.1. Checklists
Increase the number of students earning a national industry recognized certificate by 50% during 2012-13. It will be the first time implementing a curriculum in Info Business that has this credentialing.	2012 Current Level :* *0%*	2013 Expected Level :* *50% out of total number of students participating in the course*					
			1.2. Length of stay in program (not a full school year)	1.2. Maximize the instructional time	1.2. Education Director and CTE teachers	1.2. Analysis of OCP checklists	1.2. OCP checklists
			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 IT Training</td>
<td>Vocational</td>
<td>Jeff McSpaddin</td>
<td>Information Business teacher</td>
<td>1 per semester</td>
<td>Classroom Walkthroughs</td>
<td>Education Director</td>
</tr>
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Career Education Goal(s) Budget (Insert rows as needed)

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<tr><td colspan="4">Evidence-based Program(s)/Materials(s)</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
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<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
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<tr><td colspan="3"></td><td>Subtotal:</td></tr>
<tr><td colspan="4">Professional Development</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
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<tr><td colspan="3"></td><td>Subtotal:</td></tr>
<tr><td colspan="4">Other</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="3"></td><td>Grand Total:</td></tr>
</table>

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
1. Transition Goal *To increase the number of students who successfully transition by 3%.*	2012 Current Level :* *75% (18)*	2013 Expected Level :* *78% of students who exit from the program.*	1.1. Lack of sufficient credits to return home schools and finish high school before "aging" out	1.1. Provide more opportunities for instructional support, tutoring, and credit recovery	1.1. Education Director and teachers	1.1. Analysis of transition data	1.1. Trend Stat
			1.2. Maintaining and meeting probationary sanctions	1.2. Establishment and follow up of Community Action Team	1.2. Education Director and Case Managers	1.2. Analysis of tracking sheets	1.2. Transition tracking sheets
			1.3. Students who leave the facility on a GED track do not continue with GED preparations and therefore do not earn their GED	1.3. Including the goal of earning a GED on the student's treatment plan	1.3. Education Director and Case Managers, and CAT	1.3. Project Connect Tracking	1.3. Project Connect Tracking

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	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates and Schedules (e.g. , Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		
Project Connect	All	Jeff McSpaddin	Education Director, Case Managers, ESE Specialist, Administrative Professional	Multiple meetings throughout the school year	Trend stat and tracking sheets	Education Director and Case Managers
Annual Dropout Prevention Conference	All	Variety	Education Director/Lead Teacher	October 14-17	Collaboration	Education Director

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
			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.
Enter narrative for the goal in this box.	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.*					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	2012 Current Number of Students with Excessive Absences (10 or more) *Enter numerical data for current number of absences in this box*	2013 Expected Number of Students with Excessive Absences (10 or more) *Enter numerical data for expected number of absences in this box.*				
	2012 Current Number of Students with Excessive Tardies (10 or more) *Enter numerical data for current number of students tardy in this box.*	2013 Expected Number of Students with Excessive Tardies (10 or more) *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.

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

			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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: $10,000.00
Mathematics Budget
Total: $9,800.00
Science Budget
Total:
Civics Budget
Total:
U.S. History Budget
Total:
Career Budget
Total:
Transition Budget
Total:
Attendance Budget
Total:

Grand Total: $19,800.00

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

    X Yes   ☐No

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

Describe projected use of SAC funds.	Amount
Conference for Administrative Staff	$600.00
Assessment/FCAT incentives for students and teachers	$500.00

Describe the activities of the School Advisory Council for the upcoming year.
1. Reach out to the community to obtain more partners.
2. Organize FCAT and Common Assessment incentives for students.

3. Assist the school to create and analyze school climate surveys for teachers and students.