# 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: St. Johns Juvenile Residential | District Name: St. Johns County |
| Principal: Kyeesha Cannon | Superintendent: Dr. Joseph Joyner |
| SAC Chair: Carol Fugate | Date of School Board Approval: 11/13/2012 |

## Student Achievement Data:

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

## Administrators

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**
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 | Dr. Timothy Vivian | Ed.D Educational Leadership | 4 | 30 | Dr. Vivian has been in school administration for nearly 30 years and has served at all administrative levels from principal to superintendent as well as experience at the higher education level. |
| Lead Educator | Kyeesha Cannon | MA Counseling/School Guidance | 2 | 3 | |

# <u>Instructional Coaches</u>

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. |
|---|---|---|---|---|---|
| | NA | | | | |
| | | | | | |
| | | | | | |

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

# 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. |
|---|---|---|---|---|---|
| Science | Carol Fugate | BS Natural Sciences / Biology | 1 | 4 | |
| Language Arts | Huyen Le | BA English Literature / English 6-12 | 2 | 2 | |
| Math | Jarimy Passmore | BS Mechanical engineering / Math 6-12 | 2 | 2 | |
| Social Studies | Anthony Robinson | BA Sociology / Social Science 6-12 | 2 | 2 | |

# 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. Utilization of district PACTS program | Lead Educator | Upon posting | |
| 2. Regular Staff Development for teachers | Lead Educator | On-going | |
| 3. | | | |
| 4. | | | |

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**
*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 |
|---|---|
| 1 (16%) | Regular Staff Development and enrollment in an EPI program and testing in subject areas required |

*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 Instructio | % of First-Year Teachers | % of Teachers with 1-5 Years of Exp | % of Teachers with 6-14 Years of | % of Teachers with 15+ Years of Exp | % of Teachers with Advanced | % Highly Effective Teacher | % Reading Endorsed Teachers | % National Board Certified Te | % ESOL Endorsed Teacher |
|---|---|---|---|---|---|---|---|---|---|

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

| nal Sta ff | | erie nce | Exp erie nce | erie nce | De gre es | s | | ac her s | s |
|---|---|---|---|---|---|---|---|---|---|
| 6 | 16 % (1) | 83 % (5) | | | | 83 % (5) | 33 % (2) | | 16 % (1) |

*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 |
|---|---|---|---|
| NA | | | |
| | | | |
| | | | |

***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.

> Student course selection encompasses all core courses that integrate reading (Common Core Standards) and real life application and relevance of each other.  Teachers also teach subject area vocabulary with each lesson.

***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?

> Student course selection encompasses all core courses that integrate reading and real life application and relevance of each other.  The school also offers students career courses in business technology

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 school offers students career courses in business technology.  This course focuses on job skills and students have the opportunity to complete work experience courses in culinary arts and wireless technology.

***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.

NA

# PART II: EXPECTED IMPROVEMENTS

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## 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** |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

| | 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: | 1.1. The influx of students in and out of the program that make it difficult to take full advantage of the reading program. | 1.1 Implementation of 20 minute silent reading, the use of Ramp Up curriculum, and high interest level reading integrated in all subjects | 1.1. Reading Teachers | 1. Tracking of assessment results. | 1.1. FAIR, FCAT, pre- and post test gains on New Century | | |

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

| | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
|---|---|---|---|---|---|---|---|
| *To increase the percentage of students making learning gains in reading.* . | | | | | | | |
| | 50% | 100% | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |

| 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 | |
|---|---|---|---|---|---|---|---|
| **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: | | | | | | | |
|---|---|---|---|---|---|---|---|
| NA | | | | | | | |

# 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 | 6-12 | District PLC meetings | Language Arts/Reading Teachers | Monthly | Feedback | Lead Educator |

## 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 |
| NA | | | |
| | | | |
| Subtotal: | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| NA | | | |
| | | | |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| | | | |
| Grand Total: | | | |

*End of Reading Goals*

# 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.<br><br>■   What percentage of students made learning gains?<br><br>■   What was the percent increase or decrease of students making learning gains?<br><br>■   What are the anticipated barriers to increasing the percentage of students making learning gains?<br><br>■   What strategies will be implemented to increase and maintain proficiency for these students?<br><br>■   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** | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|---|---|---|---|---|---|---|
| **1. Percentage of students making learning gains in mathematics.**<br><br>⎯<br><br>Mathematics Goal #1: | 1.1.<br><br>The length of stay and the constant entering and exit provides a barrier. | 1.1.<br><br>The school will use various media tools to enhance math learning and tactile instruments to increase real life connections. Along with New Century Technology to monitor student progress | 1.1<br><br>Math Instructor. | 1.1<br><br>Tracking of assessment results. | 1.1.<br><br>FCAT and pre-post test results from New Century | | |

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

| | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
|---|---|---|---|---|---|---|---|
| *To increase the percentage of students making learning gains in mathematics* | | | | | | | |
| | 60% | 75 % | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |

| 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 | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

| 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:<br><br><br>*NA* | | | | | | |

## 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 | |

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **1. Students scoring at Achievement Level 3 in Algebra.** | 1.1 The students who are eligible and required to take the EOC Algebra I exam typically have been out of school and not familiar with some of the rigorous content on the exam.<br><br>We expect that we may have 5-10 students required to take the exam each year. | 1.1 The mathematics teacher will focus lessons on Algebra I topics on which students may not be familiar. The teacher will draw from content on the district website related to the exam. Innovative lessons will be developed for students who will be required to take the EOC Algebra I exam. | 1.1 Math Teacher, Lead Educator | 1.1 Evaluation of students EOC Algebra I exam results. | 1.1 Algebra I EOC exams. | | |
| Algebra Goal #1:<br><br>**70 % of Achievement Level 3 students taking the Algebra EOC will pass. Students must pass the Algebra EOC in order to earn a credit in Algebra.** . | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | *Not applicable since no students took the Algebra EOC in 2011-2012. Most students seek a GED or Exit Option diplomas Roughly 10% of students seek a standard diploma.* | *70% of students taking the Algebra EOC will pass* | | | | |
| | | 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. | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |
|---|---|---|---|---|---|---|---|
| Algebra Goal #2:<br><br>*Enter narrative for the goal in this box.* | 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. | |

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| | | 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** | | | | | | |
| Algebra Goal #3:<br><br>*Enter narrative for the goal in this box.* | | | | | | | |

*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 | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|---|---|---|---|---|---|---|
| **1. Students scoring at Achievement Level 3 in Geometry.** | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | | |
| Geometry Goal #1: *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

| | *No data at this time* | *We anticipate that 50 percent of students who enrolls in Geometry will pass the EOC exam.* | | | | | |
|---|---|---|---|---|---|---|---|
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 2. **Students scoring at or above Achievement Levels 4 and 5 in Geometry.** | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

| Geometry Goal #2:<br><br>*Enter narrative for the goal in this box.* | 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 | |
| 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: | | | | | | | |
|---|---|---|---|---|---|---|---|
| *NA* | | | | | | | |

# 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 |
| | | | |
| | | | |
| **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 Mathematics Goals*

## Biology End-of-Course (EOC) Goals

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

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

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

| 1. Students scoring at Achievement Level 3 in Biology. | 1. Most students arrive at SJRF with few science credits. Many have been out of school for extended periods. They are not accustomed to the rigorous study that the Biology EOC exam requires. | 1.1. Assure that teachers are following all state and district guidelines for Biology and are given the needed preparation to pass the EOC exam. | 1.1. Lead Educator Science Teacher | 1.1. Assuring all Biology EOC testers have needed study materials and instruction needed to pass the exam. | 1.1. Biology EOC exam | | |
|---|---|---|---|---|---|---|---|
| Biology Goal #1: <br><br> 70 % of students taking the Biology EOC will pass in order to earn a science credit in Biology.  We do not anticipate a large number of Achievement 3 students will take the exam | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

| | No Data Available | 70 percent of students will pass the Biology EOC exam | | | | | |
|---|---|---|---|---|---|---|---|
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

| | | | | | | |
|---|---|---|---|---|---|---|
| **2. Students scoring at or above Achievement Levels 4 and 5 in Biology.** | 2.1. Students in a DJJ program are often distracted from meeting their goals in education due to the fact that they are here not by choice but by court order. This can happen particularly to otherwise high achieving science students. These students need the proper attention and learning environment which will enable them to meet high standards. | 2.1. These students will have access to Virtual School Biology courses, if available, so that they can be in smaller classes with an instructor focused on them learning important Biology concepts and scientific thinking skills. Since we anticipate a very small number of students in this program we believe that we can accommodate them on Virtual School. | 2.1.Lead Educator, Science Teacher | 2.1.Access to Virtual School and all course materials | 2.1.Biology EOC exam | |

| Biology Goal #2: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
|---|---|---|---|---|---|---|
| 100 % of students taking the Biology EOC will pass in order to earn a science credit in Biology. We do not anticipate a large number of Achievement 4 and 5 students will take the exam (perhaps 1-2 students, if any) | | | | | | |
| | **No Data Available** | **100% of students will pass the Biology EOC exam.** | | | | |
| | | 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**

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

**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<br>and/or PLC Focus | Grade Level/ Subject | PD Facilitator<br>and/or<br>PLC Leader | PD Participants<br>(e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules<br>(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)

| 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 |
| | | | |

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

|  |  |  |  |
|---|---|---|---|
| **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 |  |  |

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. **Students scoring at Achievement Level 3 in Civics.** | 1.1. Students are overage for middle school and typically have not been attending school regularly. Therefore, they are unprepared for the rigorous content associated with the course and exam. | 1.1. Provide instructional materials and support needed to assist students to pass the course and the exam. | 1.1. Social Studies teacher | 1.1. Successful completion of the Civics course | 1.1. Civics EOC | | |

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

| Civics_Goal #1:<br><br>**SJRF does not often enroll middle school students since the program is designed for students 16-18 year olds.  In the event that the school enrolls any Achievement level 3 middle school students, he will be required to take the Civics course and exam.  Our goal is that 100% of students who take the exam pass it.** | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
|---|---|---|---|---|---|---|
| | **No data available** | **100 % of students who are required to take the Civics EOC will pass** | | | | |
| | | 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<br><br>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:<br><br>*Enter narrative for the goal in this box.* | 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 |
|---|---|---|---|---|---|---|
| | | | | | | |

## 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** | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|---|---|---|---|---|---|---|
| **1. Students scoring at Achievement Level 3 in U.S. History.** | 2. Most students arrive at SJRF having been out of school for extended periods. They are not accustomed to the rigorous study that the U.S. History EOC exam requires. | 1.1. Assure that teachers are following all state and district guidelines for U.S History course and are given the needed preparation to pass the EOC exam. | 1.1. Principal, Social Studies Teacher | 1.1. Assuring all U.S History EOC testers have needed study materials and instruction needed to pass the exam. | 1.1. U.S. History EOC exam | | |
| **U.S. History** Goal #1:<br><br>70 % of Achievement Level 3 students taking the U.S. History EOC. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

| | No data available | 70% | | | | |
|---|---|---|---|---|---|---|
| | | 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. | |

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

| Civics Goal #2: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
|---|---|---|---|---|---|---|
| 100% of Achievement Levels 4 & 5 students taking the U.S. History EOC. We anticipate having only 1 or 2 students in this category, if that many. | | | | | | |
| | No data available | 100 % of Achievement 4 & 5 students will pass the U.S. History EOC exam | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

## U.S. History Professional Development

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

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

| **Learning Community (PLC) or PD Activity** | | | | | | |
|---|---|---|---|---|---|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic and/or PLC Focus | Grade Level/ Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | 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*

## 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 | | | | | |
|---|---|---|---|---|---|---|

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

| | 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.<br><br>Current schedule does not allow for students to spend sufficient time on an individual basis, daily to maneuver through courseware for additional practice. | 1.1.<br><br>To incorporate group strategies and study skills during free time | 1.1<br><br>Lead Educator. | 1.1.<br><br>Passing scores on assessments | 1.1.<br><br>Certification pre-test and earning of industrial certification | | |

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

| | 2012 Current Level :* | 2013 Expected Level :* | | | | | |
|---|---|---|---|---|---|---|---|
| *To increase the number of students earning industrial certifications in Wireless Cabling* | | | | | | | |
| | 0% | 50% | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |

# Career Education Professional Development

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

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs or PD Activity

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

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

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

| Include only school-based funded activities/materials and exclude district funded activities /materials. | |
|---|---|
| Evidence-based Program(s)/Materials(s) | |
| Strategy | Descr |
| | |
| | |
| **Subtotal:** | |
| Technology | |
| Strategy | Descr |
| | |
| | |
| **Subtotal:** | |
| Professional Development | |
| Strategy | Descr |
| | |
| | |
| **Subtotal:** | |
| Other | |
| Strategy | Descr |
| | |

| | | 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 | | |

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

| 1.  Transition Goal | 1.1. While students exiting the program have always had a transition plan with identified educational plans and goals, we have tried to organize more detailed plans that will be more useful to assist students to have a successful transition. We continue to focus on improving our transition procedures so that students are more likely to succeed once they return to their home community. | 1.1. Continue with a more systematic transition plan that includes a detailed school reentry plan, employment plan, continuing goals, and community support information. | 1.1. Transition Specialist and Lead Educator | 1.1. | 1.1. Observation of completed transition plans | | |
|---|---|---|---|---|---|---|---|

| | 2012 Current Level :* | 2013 Expected Level :* | | | | | |
|---|---|---|---|---|---|---|---|
| All students are expected to have a transition plan in place prior to exiting the program that identifies next school place and/or recommended places of employment and long term educational goals. | | | | | | | |
| | 100% of students completing the program have a transition plan identifying education and employment procedures and goals. | 100% of students completing the program will have a transition plan identifying education and employment procedures and goals. | | | | | |
| | | 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**

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

**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 |
|---|---|---|---|---|---|---|
| | | | | | | |

## 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 | Descr |
| | |
| | |
| **Subtotal:** | |
| Technology | |
| Strategy | Descr |
| | |
| | |
| **Subtotal:** | |
| Professional Development | |
| Strategy | Descr |
| | |

|  |  |
|---|---|
|  | **Subtotal:** |
| Other |  |
| Strategy | Descr |
|  |  |
|  |  |
| **Grand Total:** |  |

*End of Transition Goal(s)*

## Attendance Goal(s) (For Day Treatment Programs Only)

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

**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 |  |  |  |  |  |
|---|---|---|---|---|---|---|

# 2012-2013 School Improvement Plan Juvenile Justice Education Programs

| | **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 <br><br> 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 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. | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

**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 |
| | | | |
| | | | |

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

| | | | |
|---|---|---|---|
| **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*

## 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:** |

# 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 |
|---|---|
|  |  |
|  |  |
|  |  |

| Describe the activities of the School Advisory Council for the upcoming year. |
|---|

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

The council will meet monthly to review the progress of the students and will obtain parent feedback as well as teacher feedback on how well the goals are being implemented.