

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) for Juvenile Justice Education Programs

2012–2013

2012-2013 School Improvement Plan Juvenile Justice Education Programs

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Juvenile Detention Center	District Name: Leon County School District
Principal: Mr. Richard H. Richardson	Superintendent: Mr. Jackie Pons
SAC Chair: Charles Bagwell	Date of School Board Approval:

Student Achievement Data:

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Principal	Richard H. Richardson	B.S. M.S. Educational Leadership, Level II Certification	4	17	Assistant Principal of Ghazvini Learning Center in 2008-10: Grade: Ungraded The school is not eligible to be graded under the A+ Plan.
Assistant Principal	Wilfred Brown	B.S. M.S. Educational Leadership	1	1	Dean of Student at James S. Rickards High during the 2009-11 Grades: B – 2008 A – 2009
Assistant Principal	Michael McDaniel	M.S. Educational Leadership B.S. Educational Certifications: Educational Leadership (All Levels)	0	0	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		Social Studies(6-12)			
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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.
	Michael McDaniel	M.S. Ed. Leadership B.S. Education Certification: Ed. Leadership (All levels) Social Studies (6-12)	0	0	The school is not eligible to be graded under the A+ Plan.

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.
Int. Reading, Life Skills & E.S.E	Rachelle Navarro	EH, VE, MGIC 5-9	6	22	The school is not eligible to be graded under the A+ Plan.
Mathematics, Science	William A. Spyker	MGIC 5-9, Mathematics 5-9, Mathematics 6-12	3	11	The school is not eligible to be graded under the A+ Plan.
English, Social Studies	John C. Chancy	English 6-12, Social Studies 6-12, MGIC 5-9	4 ½	22	The school is not eligible to be graded under the A+ Plan.

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)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. On-going Professional Development and learning communities at GLC	Administration	6/05/13	On-going Professional Development at GLC
1.			
2.			
3.			

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
This facility currently has no staff or paraprofessionals in any instructional positions.	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
3	0%	0%	33%	66%	66%	100%	33%	0%	0%

2012-2013 School Improvement Plan Juvenile Justice Education Programs
Teacher Mentoring Program

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

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

****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.

JDC teachers and administrative staff meet monthly through Professional Learning Community meetings, and monthly JDC Faculty Meetings. Specific strategy instruction is on-going at JDC and takes place in PLC and Faculty meetings. One staff teacher took the NG-CARPD training during the summer of 2012 and will be disseminating that information to the other staff members over the course of the coming school year.. Reading strategy instruction is also part of every teacher’s Deliberate Practice Plan (DPP).

****High Schools Only***

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

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

Teachers meet monthly to discuss the integration of various course lessons/units. Literacy, writing, and problem solving strategies are incorporated into all curriculum areas.

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?

As per Florida Department of Education standards, JDC’s lead teacher and guidance department formulate an appropriate student schedule based on current and future student

2012-2013 School Improvement Plan Juvenile Justice Education Programs

needs. During an IAP (Individual Academic Plan) review the student's academic and career planning, as well as course selections are reviewed in order to make the student's course of study personally meaningful.

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.

Teachers will be utilizing the CHOICES program for all students who have already graduate or are in their senior year.

N/A

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
<ul style="list-style-type: none"> ▪ Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? ▪ What percentage of students made learning gains? ▪ What was the percent increase or decrease of students making learning gains? ▪ What are the anticipated barriers to increasing the percentage of students making learning gains? ▪ What strategies will be implemented to increase and maintain proficiency for these students? ▪ What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

* 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
<p>1. Percentage of students making learning gains in reading.</p> <p>Reading Goal #1: By May 2013, 50% of the students who remain at the JDC for 90 days will make learning gains as measured on the STAR pre-/post-test.</p>	1.1. Transitioning	1.1. JDC will continue to administer the STAR Reading assessment and utilize the PLATO Learning Systems to monitor student progress.	1.1. Principal Asst. Principal Reading Coach	1.1. Review STAR data reports to ensure teachers are assessing students according to the created schedule.	1.1. Printout of STAR Reading and PLATO reports.
<p>Reading Goal: Compiled data for the district indicates most students</p>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>appear to be deficient. Over 30% of the students at the JDC are from out of the district and their records are most times not available. With the average stay being fourteen days (14), the academic information is limited. Most students test scores show that they are two grade levels below in one or more areas that were tested. Most scores need to be raised to meet the FCAT passing requirements.</p>	N/A	N/A					
			1.2.	1.2. Implement a school-wide emphasis on daily Common Core State Standards.	1.2. Principal Asst. Principal Reading Coach	1.2. Lesson plans will be reviewed during iObservation reviews and classroom walk throughs.	1.2. Classroom walk-through log, focused walk-through and teacher lesson plans to determine frequency of instruction
			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
<p>2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. <u>Reading Goal #2:</u></p>	Baseline data 2010-2011						

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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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
Common Core State Standards	All grades and subjects	Michael McDaniel	All JDC Teachers	TBD	Lesson Plans Walk-through iObservations Informal iObservations Formal iObservations	JDC Administrative Team
PARCC	All grades and subjects	Michael McDaniel	All JDC Teachers	TBD	Lesson Plans Walk-through iObservations Informal iObservations Formal iObservations	JDC Administrative Team
Continued <i>i</i> Observation Training	All grades and Subjects	Michael McDaniel	All JDC Teachers	TBD	Lesson Plans Walk-through iObservations Informal iObservations Formal iObservations	JDC Administrative Team
NG-CARPD	All grades and Subjects	Michael McDaniel	All JDC Teachers	TBD	Lesson Plans Walk-through iObservations Informal iObservations Formal iObservations	JDC Administrative Team

2012-2013 School Improvement Plan Juvenile Justice Education Programs

					DPP follow-ups PLATO reports	
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Reading Budget (Insert rows as needed)

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			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
<ul style="list-style-type: none"> ▪ Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012. ▪ What percentage of students made learning gains? ▪ What was the percent increase or decrease of students making learning gains? ▪ What are the anticipated barriers to increasing the percentage of students making learning gains? ▪ What strategies will be implemented to increase and maintain proficiency for these students? ▪ What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

* 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: By May 2013, 50% of all students including those below the 25 th percentile, who	1.1. Transitioning	1.1. Implement a school-wide emphasis on daily Common Core State Standards for	1.1. Principal Asst. Principal	1.1. Focused walk-throughs and iObservation reviews by administration will be used to ensure that math	1.1. Printout of STAR Math and PLATO results.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

remain at the JDC for 90 days, will make learning gains as measured on the STAR Math pre- and post-test.			Mathematics.		teachers are implementing the Common Core State Standards for Mathematics in their classrooms.	
Compiled data for the district indicates most students appear to be deficient. Over 30% of the students at the JDC are from out of the district and their records are most times not available. With the average stay being fourteen (14) days, the academic information is limited. Most students test scores show that they are two grade levels below in one or more areas that were tested. Most scores need to be raised to meet the FCAT passing requirements.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	N/A	N/A				
			1.2.	1.2. Provide student practice opportunities using both Math EOC-type question scenarios. and Math EOC-style short and extended response items.	1.2. Principal Asst. Principal	1.2. Teachers will maintain samples of student work that has utilized EOC format. questions and short and extended response items.
			1.3. Math progress monitoring will take place throughout the school year and will be used to identify students needing intervention and enrichment. Mathematics courses on the PLATO curriculum will be utilized for both base curriculum and credit retrieval, which allows for academic acceleration.	1.3. Principal Asst. Principal	1.3. Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on progress monitoring assessment(s). PLATO student grade sheets. Registrar data keeping form for course/credit retrieval.	1.3. Math progress monitoring will take place throughout the school year and will be used to identify students needing intervention and enrichment. Mathematics courses in a PLATO curriculum will be utilized for both base curriculum and credit retrieval, which allows for academic acceleration.

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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2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>							
<p>Mathematics Goal #2:</p>								

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.	1.1.	1.1.	1.1.	1.1.
<p>Algebra Goal #1:</p> <p><i>Due to the nature of this facility (with the typical student’s stay only 14 days) the only feasible goal to strive for is that all students will be offered the opportunity to take and/or re-take all Algebra I EOC</i></p>	<p><u>2012 Current Level of Performance:*</u></p> <p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><u>2013 Expected Level of Performance:*</u></p> <p><i>Enter numerical data for expected level of performance in this box.</i></p>	<p>Transitioning: Securing up-to-date student records in a timely nature to provide proper EOC assessment for all required students.</p>	<p>Secure student records as quickly as possible during the testing window periods</p>	<p>On site registrar and Lead Teacher/Testing Coordinator</p>	<p>On site registrar and Lead Teacher/Testing Coordinator will personally contact student’s past schools/counties to determine each student’s current status as to EOC testing needs.</p>	<p>County testing reports on the students that required EOC testing.</p>

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<i>exams while enrolled at the facility during the windows provided for such testing by the DOE.</i>			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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: <i>Due to the nature of this facility (with the typical student's stay only 14 days) the only feasible goal to strive for is that all students will be offered the opportunity to take and/or re-take all Algebra I EOC exams while enrolled at the facility during the windows provided for such testing by the DOE.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	Transitioning: Securing up-to-date student records in a timely nature to provide proper EOC assessment for all required students.	Secure student records as quickly as possible during the testing window periods	On site registrar and Lead Teacher/Testing Coordinator	On site registrar and Lead Teacher/Testing Coordinator will personally contact student's past schools/counties to determine each student's current status as to EOC testing needs.	County testing reports on the students that required EOC testing.
			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				

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>Algebra Goal #3:</p> <p><i>Due to the nature of this facility (with the typical student's stay only 14 days) the only feasible goal to strive for is that all students will be offered the opportunity to take and/or re-take all Algebra I EOC exams while enrolled at the facility during the windows provided for such testing by the DOE.</i></p>					
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End of Algebra EOC Goals

Geometry End-of-Course Goals

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

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.	1.1.	1.1.	1.1.	1.1.
<p>Geometry Goal #1:</p> <p><i>Due to the nature of this facility (with the typical student's stay only 14 days) the only feasible goal to strive for is that all students will be offered the opportunity to take and/or</i></p>	<p>2012 Current Level of Performance:*</p> <p><i>Enter numerical data for current level of performance in this box.</i></p>	<p>2013 Expected Level of Performance:*</p> <p><i>Enter numerical data for expected level of performance in this box.</i></p>	<p>Transitioning:</p> <p>Securing up-to-date student records in a timely nature to provide proper EOC assessment for all required students.</p>	<p>Secure student records as quickly as possible during the testing window periods</p>	<p>On site registrar and Lead Teacher/Testing Coordinator</p>	<p>On site registrar and Lead Teacher/Testing Coordinator will personally contact student's past schools/counties to determine each student's current status as to EOC testing needs.</p>	<p>County testing reports on the students that required EOC testing.</p>

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p><i>re-take all Geometry EOC exams while enrolled at the facility during the windows provided for such testing by the DOE.</i></p>			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>			2.1.	2.1.	2.1.	2.1.	2.1.
<p>Geometry Goal #2: <i>Due to the nature of this facility (with the typical student’s stay only 14 days) the only feasible goal to strive for is that all students will be offered the opportunity to take and/or re-take all Geometry EOC exams while enrolled at the facility during the windows provided for such testing by the DOE.</i></p>	<p>2012 Current Level of Performance:*</p> <p><i>Enter numerical data for current level of performance in this box.</i></p>	<p>2013 Expected Level of Performance:*</p> <p><i>Enter numerical data for expected level of performance in this box.</i></p>	<p>Transitioning: Securing up-to-date student records in a timely nature to provide proper EOC assessment for all required students.</p>	<p>Secure student records as quickly as possible during the testing window periods</p>	<p>On site registrar and Lead Teacher/Testing Coordinator</p>	<p>On site registrar and Lead Teacher/Testing Coordinator will personally contact student’s past schools/counties to determine each student’s current status as to EOC testing needs.</p>	<p>County testing reports on the students that required EOC testing.</p>
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017
<p>3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>			<p>Baseline data 2010-2011</p>				

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>Geometry Goal #3:</p> <p><i>Due to the nature of this facility (with the typical student's stay only 14 days) the only feasible goal to strive for is that all students will be offered the opportunity to take and/or re-take all Geometry EOC exams while enrolled at the facility during the windows provided for such testing by the DOE.</i></p>							
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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
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
Common Core State Standards	All grades and subjects	Michael McDaniel	All JDC Math Teachers	TBD	Lesson Plans Walk-through iObservations Informal iObservations Formal iObservations	JDC Administrative Team

End of Geometry EOC Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Mathematics Budget

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

End of Mathematics Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1.1. Transitioning: Securing up-to-date student records in a timely nature to provide proper EOC assessment for all required students.	1.1. Secure student records as quickly as possible during the testing window periods	1.1. On site registrar and Lead Teacher/Testing Coordinator	1.1. On site registrar and Lead Teacher/Testing Coordinator will personally contact student’s past schools/counties to determine each student’s current status as to EOC	1.1. County testing reports on the students that required EOC testing.
<i>Due to the nature of this facility (with the typical student’s stay only 14 days) the only feasible goal to</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<i>strive for is that all students will be offered the opportunity to take and/or re-take all Biology EOC exams while enrolled at the facility during the windows provided for such testing by the DOE.</i>						testing needs.	
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
<u>Biology Goal #2:</u> <i>Due to the nature of this facility (with the typical student’s stay only 14 days) the only feasible goal to strive for is that all students will be offered the opportunity to take and/or re-take all Biology EOC exams while enrolled at the facility during the windows provided for such testing by the DOE.</i>	2012 Current Level of Performance: * <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance: * <i>Enter numerical data for expected level of performance in this box.</i>	Transitioning: Securing up-to-date student records in a timely nature to provide proper EOC assessment for all required students.	Secure student records as quickly as possible during the testing window periods	On site registrar and Lead Teacher/Testing Coordinator	On site registrar and Lead Teacher/Testing Coordinator will personally contact student’s past schools/counties to determine each student’s current status as to EOC testing needs.	County testing reports on the students that required EOC testing.
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
Common Core State Standards And NG-CARPD	All grades and subjects	Michael McDaniel	All JDC Science Teachers	TBD	Lesson Plans Walk-through iObservations Informal iObservations Formal iObservations	JDC Administrative Team

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

End of Science Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Transitioning: Securing up-to-date student records in a timely nature to provide proper EOC assessment for all required students.	Secure student records as quickly as possible during the testing window periods	On site registrar and Lead Teacher/Testing Coordinator	On site registrar and Lead Teacher/Testing Coordinator will personally contact student's past schools/counties to	County testing reports on the students that required EOC testing.
<i>Due to the nature of this facility (with the typical student's stay only 14 days) the only feasible goal</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<i>to strive for is that all students will be offered the opportunity to take and/or re-take all Civics EOC exams while enrolled at the facility during the windows provided for such testing by the DOE.</i>						determine each student's current status as to EOC testing needs.	
			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: <i>Due to the nature of this facility (with the typical student's stay only 14 days) the only feasible goal to strive for is that all students will be offered the opportunity to take and/or re-take all Civics EOC exams while enrolled at the facility during the windows provided for such testing by the DOE.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Transitioning: Securing up-to-date student records in a timely nature to provide proper EOC assessment for all required students.	Secure student records as quickly as possible during the testing window periods	On site registrar and Lead Teacher/Testing Coordinator	On site registrar and Lead Teacher/Testing Coordinator will personally contact student's past schools/counties to determine each student's current status as to EOC testing needs.	County testing reports on the students that required EOC testing.
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
Common Core State Standards And NG-CARPD	All grades and subjects	Michael McDaniel	All JDC Social Studies Teachers	TBD	Lesson Plans Walk-through iObservations Informal iObservations Formal iObservations	JDC Administrative Team

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
N/A	N/A	N/A	N/A
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
			Total:

End of Civics Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Transitioning: Securing up-to-date student records in a timely nature to provide proper EOC assessment for all required students.	Secure student records as quickly as possible during the testing window periods	On site registrar and Lead Teacher/Testing Coordinator	On site registrar and Lead Teacher/Testing Coordinator will personally contact student's past schools/counties to	County testing reports on the students that required EOC testing.
<i>Due to the nature of this facility (with the typical student's stay only 14 days) the only feasible goal</i>	<i>Enter numerical data for current level of performance in</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p><i>to strive for is that all students will be offered the opportunity to take and/or re-take all U.S. History EOC exams while enrolled at the facility during the windows provided for such testing by the DOE.</i></p>	<p><i>this box.</i></p>						determine each student's current status as to EOC testing needs.	
			1.2.	1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.	1.3.
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<p>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</p>			2.1.	2.1.	2.1.	2.1.	2.1.	2.1.
<p>Civics Goal #2: <i>Due to the nature of this facility (with the typical student's stay only 14 days) the only feasible goal to strive for is that all students will be offered the opportunity to take and/or re-take all U.S. History EOC exams while enrolled at the facility during the windows provided for such testing by the DOE.</i></p>	<p><u>2012 Current Level of Performance:*</u></p> <p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><u>2013 Expected Level of Performance:*</u></p> <p><i>Enter numerical data for expected level of performance in this box.</i></p>	<p>Transitioning: Securing up-to-date student records in a timely nature to provide proper EOC assessment for all required students.</p>	<p>Secure student records as quickly as possible during the testing window periods</p>	<p>On site registrar and Lead Teacher/Testing Coordinator</p>	<p>On site registrar and Lead Teacher/Testing Coordinator will personally contact student's past schools/counties to determine each student's current status as to EOC testing needs.</p>	<p>County testing reports on the students that required EOC testing.</p>	
			2.2.	2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.	2.3.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards And NG-CARPD	All grades and subjects	Michael McDaniel	All JDC Social Studies Teachers	TBD	Lesson Plans Walk-through iObservations Informal iObservations Formal iObservations	JDC Administrative Team

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

End of U.S. History Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Career Education Goals

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

Guiding Questions to Inform the Problem-Solving Process
<ul style="list-style-type: none">• 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)?<ul style="list-style-type: none">▪ 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
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

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.	1.1.	1.1.	1.1.	1.1.
<i>We will offer Career Exploratory Education within our Life Skills Curriculum to all students enrolled at the JDC for the duration of their stay.</i>	2012 Current Level :*	2013 Expected Level :*	Class interruptions, students pulled out of class for court, medical, mental health and various other components.	Pencil/paper interest surveys, Career DVDs' with worksheets, Personality worksheets, Teacher oral presentations, <u>Career Criuser</u> publication, et. al.	Shelly Navarro and other teachers	Student withdrawal grades in Life Skills course.	Pencil/paper quizzes, surveys, worksheets.
	Enter numerical data for current goal in this box.	Enter numerical data for expected goal in this box.					
<i>We plan to implement the CHOICES planning program during the coming school year for all middle and high school age students.</i>	1.2.	1.2.	1.2.	1.2.	1.2.	1.2.	1.2.
	Students that are on confinement within the mods.	None available	NA	NA	NA	NA	
	1.3.	1.3.	1.3.	1.3.	1.3.	1.3.	1.3.
Failure to participate on part of individual students	None available	NA	NA	NA	NA		

Career Education Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHOICES program training	6 th -12 th and post secondary.	Michael McDaniel	Life Skills teacher (Navarro)and Social Studies Teacher(Chancy)	Full implementation by January 2013.	Lesson Plans Walk-through iObservations Informal iObservations Formal iObservations	JDC Administrative Team

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			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
<ul style="list-style-type: none"> • 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
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

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			1.1.	1.1	1.1.	1.1.	1.1.
We expect to receive all relevant student records from school districts and DJJ programs within 72 hours of each student's enrollment at the LCRJDC. We expect to meet this goal with 100% of all enrolled students.	2012 Current Level :*	2013 Expected Level :*	Some programs and/or school districts are not immediately responsive to "requests for records" by the registrar.	Registrar will continue to FAX "requests for records" and telephone the programs/schools in order to receive these records. If programs/schools continue to be uncooperative, Lead Teacher will also get directly involved.	Althea Peterson (Registrar) and John Chancy (Lead Teacher)	Currently, there is no process in place to measure the effectiveness.	Currently, there is no tool in place to measure the effectiveness.
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
We will strive to send all relevant student records to the receiving school/program within 24 hours of each student's withdrawal from our program. We have a target goal of 95% in regards to this goal.			1.2.	1.2.	1.2.	1.1.	1.1.
			Absence of registrar from work is the main reason to expect a target of less than 100% in terms of the outgoing records on withdrawn students.	There is no viable plan to implement that will solve this problem and guarantee 100%.	Althea Peterson (Registrar) and John Chancy (Lead Teacher)	Currently, there is no process in place to measure the effectiveness.	Currently, there is no tool in place to measure the effectiveness.
			1.3.	1.3.	1.3.	1.3.	1.3.

Transition Professional Development

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

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)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			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
<ul style="list-style-type: none"> ▪ 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)).

	Problem-solving Process to Increase Attendance
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

ATTENDANCE GOAL(S)							
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.
NA	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>	NA	NA	NA	NA	NA
	<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	<i>Enter numerical data for current number of absences in this box.</i>	<i>Enter numerical data for expected number of absences in this box.</i>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
		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
NA						

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			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	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	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.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Describe projected use of SAC funds.	Amount

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