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: AMI KIDS DADE SOUTH	District Name: MIAMI DADE
Principal: CLAIRE WARREN	Superintendent: ALBERTO CARVALHO
SAC Chair: LEONARDO CANCIO	Date of School Board Approval: Pending

Student Achievement Data:

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

Administrators

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List your school's administrators 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 history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and 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 School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year) (press ctrl+tab to tab within a cell)
Principal	Claire C. Warren	Degrees: BS, Industrial Arts; Florida State Univ. MS, Industrial Arts; Florida International Univ. EdS, Computer Science; Barry Univ. Certification: Technology Ed Voc Ed Dir School Principal Ed Leadership	1	19	'12 '11 '10 '09 '08 School Grade NG NG NG NG NG AYP NG NA N N N High Standards Rdg. NA NA NA NA NA High Standards Math NA NA NA NA NA Lrng Gains-Rdg. NA NA NA NA NA Lrng Gains-Math NA NA NA NA NA Gains-Rdg-25% NA NA NA NA NA

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Assistant Principal	Tabitha E. Young	Degrees: BS, Elem Ed: Barry Univ MS, Urban Ed; Florida International Univ. Certification: Elem Ed ESOL Endorsement Ed Leadership	2	6		'12	'11	'10	'09	'08
					School Grade		NG	NG	NG	NG	P
					AYP		NG	N	N	N	Y
					High Standards Rdg.		NA	NA	NA	NA	34
					High Standards Math		NA	NA	NA	NA	24
					Lrng Gains-Rdg.		NA	NA	NA	NA	66
					Lrng Gains-Math		NA	NA	NA	NA	64
					Gains-Rdg-25%		NA	NA	NA	NA	73
					Gains-Math-25%		NA	NA	NA	NA	70

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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 history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

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 School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Nadeshka Alonso	Certified in Reading and Emotional Behavioral Disorders; ESOL endorsed	11	2.0	12 11 10 09 08 School Grade NG NA NA I P AYP NG NA NA NA NO High Standards Rdg. NA NA NA NA 7% High Standards Math NA NA NA NA 12% Lrng Gains-Rdg. NA NA NA NA 39% Lrng Gains-Math NA NA NA NA 46% Gains-Rdg-25% NA NA NA NA NA Gains-Math-25% NA NA NA NA NA

Math/ Science	Mike Brennan	Professional certificate: Physics, Chemistry, Biology 6-12; Administration 7-12	6	4		12 11 10 09 08
					School Grade	NG NA NA I P
					AYP	NG NA NA NA NO
					High Standards Rdg.	NA NA NA NA 7%
					High Standards Math	NA NA NA NA 12%
					Lrng Gains-Rdg.	NA NA NA NA 39%
					Lrng Gains-Math	NA NA NA NA 46%
					Gains-Rdg-25%	NA NA NA NA NA
					Gains-Math-25%	NA NA NA NA NA

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Conduct regular meetings for new teachers with Principal/ Department Chairpersons.	Principal, Assistant Principal, Department Chairpersons	Ongoing
2. Partner new teachers with veteran staff/nationally board certified teachers.	Principal, Assistant Principal	Ongoing
3. Provide professional development opportunities for teachers to increase teacher effectiveness.	Principal, Assistant Principal, Professional Development Liaison	Ongoing
4.		

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only). *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

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Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
2	Check for missing coursework Take subject area exam Enter HOUSSE website Update qualifications

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers

4	0% (0)	50% (2)	50% (2)	0% (0)	0% (0)	10 0% (4)	0% (0)	0% (0)	25% (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

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

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

Internal workshops and Collegial Learning Communities have been implemented to provide uniform use of reading strategies across the curriculum. A calendar for reading endorsement training sessions is made available to all teachers, and CRISS workshops are being scheduled for any teacher not yet trained. The reading coach visits centers and provides model lessons for teaching reading across the curriculum.

High Schools Only

Note: Required for High School- Sec. 1008.37(4), F.S., Sec. 1003.413(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?

EAOP offers Personal, Career, and School Development courses at all centers. Other vocational courses are offered on a shared time basis for four S3C Centers. Many supplementary materials, including online resources, have been provided to all locations.

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?

Each 8th grade student completes an ePersonal Education Plan (ePEP) outlining the course breadth and expectations during high school years. Additionally, guidance counselors meet with students on a regular basis to discuss academic and vocational choices as they move through the pupil progression plan sequence. Many students complete Individual Academic Plans, which incorporate reading goals, writing goals, math goals, and career goals.

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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 <u>High School Feedback Report</u>.

Information is provided to students regarding all available educational options, both private and public. Students are not limited to information related to public education only. Additionally, information on financial assistance and community support groups is also provided. This is made possible by the transition coordinators and guidance counselors as a result of frequent visits and tours to educational, vocational, and work programs throughout the county.

The guidance counselors provide SAT and ACT fee waivers. They also coordinate GED testing, including a payment voucher program for currently enrolled students.

PART II: EXPECTED IMPROVEMENTS

<u>Reading Goals</u>

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)).

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READING GOALS	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. **Percentage of students making learning gains—** **in reading.** — Reading Goal #1:	1.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1, Vocabulary.	1.1. Provide instruction in which students will utilize affix and root word activities to provide context when presented with unfamiliar vocabulary. Students will use context clues and relate new vocabulary to familiar words	1.1. MTSS Team Members Test Chairperson	1.1. Disaggregate data according to student deficiencies and reteach or enrich, as needed.	1.1. Formative: Interim assessments Summative: 2013 FCAT 2.0 Assessment		

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	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Based on 2011-12 assessment data 14% of students with available assessment results are performing at proficiency level in reading. *The percentage of students who increase their reading post-test scores on the CA Reading test will be 50% by May 2013*						
	14% (5)	*50% (18)*				
		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:								
Enter narrative for the goal in this box.								

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
FAIR Assessment Training	6-12	Reading Coach	Reading Coach	September 2012	Implementation of FAIR assessment	Department Chair, Reading Coach Assistant Principal, Principal
Common Core State Standards (CCSS)	6-12	Reading Coach, Assistant Principal	Reading/Language Arts teachers	October 2012/Ongoing	Implementation of rotations in classroom instruction	Department Chair, Reading Coach, Assistant Principal, Principal

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| Reading Across the Curriculum | 6-12 | Reading Coach Content Area Teachers | December 2012 | Implementation of rotations in classroom instruction | Department Chair, Reading Coach, Assistant Principal, Principal |

Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Provide instruction in which students will utilize affix and root word activities to provide context when presented with unfamiliar vocabulary. Students will use context clues and relate new vocabulary to familiar words	Purchase class sets of novels and high interest reading materials	Title l/DJJ Supplemental Funds	$1,000.00
Subtotal:$1,000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Provide instruction utilizing graphic organizers and summarization activities to improve understanding of main idea of grade level text.	Promethean Boards, related materials	Title l/DJJ Supplemental Funds	$4,000.00
Subtotal: $4,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Utilize concept maps and graphic organizers to help build a stronger understanding of descriptive language and how it informs an understanding of a text.	Substitute Funding and stipends for workshops	Title l/ DJJ Supplemental Funds	$400.00
	CRISS Trainer	Title I	$100.00
Subtotal:$500			
Other			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $5,500			

End of Reading Goals

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Mathematics Goals

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

Guiding Questions to Inform the Problem-Solving Process
■ Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012.
■ What percentage of students made learning gains?
■ What was the percent increase or decrease of students making learning gains?
■ What are the anticipated barriers to increasing the percentage of students making learning gains?
■ What strategies will be implemented to increase and maintain proficiency for these students?
■ What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

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

	Problem-						

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MATHEMATICS GOALS	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:	1.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Geometry and Measurement.	1.1. Provide manipulatives and measuring tools and training in their use to all centers, specifically addressing measuring tools as a means of representing abstract concepts.	1.1. MTSS Team	1.1. Ongoing classroom assessments focusing on basic mathematics skills	1.1. Formative: Interim assessments Summative: 2013 FCAT 2.0 Assessment		

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	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Based on 2011-12 assessment data 8% of students with available assessment results are performing at proficiency level in reading. *The percentage of students who increase their reading post-test scores on the CA Reading test will be 50% by May 2013*						
	8% (2)	*50% (13)*				
		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					
Mathematics Goal #2: *Enter narrative for the goal in this box.*						

Algebra End-of-Course (EOC) Goals

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

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

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1. Students scoring at Achievement Level 3 in Algebra.	1.1. The area of deficiency as noted on the 2012 administration of the Algebra EOC Test was Rationals, Radicals, Quadratics, and Discrete Mathematics.	1.1. Provide inductive reasoning strategies that include discovery learning activities	1.1. MTSS Team	1.1. Ongoing classroom assessments focusing on basic mathematics skills.	1.1. Formative: Interim assessments Summative: 2013 Algebra EOC Assessment		
Algebra Goal #1: *Based on 2011-12 assessment data 0% of students with available assessment results are performing at proficiency level in Algebra.* *5% of students will perform at level 3 in Algebra by the May 2013 assessments.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0% (0)	*5% (1)*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1. The area of deficiency as noted on the 2012 administration of the Algebra EOC Test was Rationals, Radicals, Quadratics, and Discrete Mathematics.	2.1. Provide all students with practice in identifying relationships and patterns	2.1. MTSS Team	2.1. Ongoing classroom assessments focusing on advanced Algebra skills.	2.1. Formative: Interim assessments Summative: 2013 Algebra EOC Assessment		
Algebra Goal #2: *Based on 2011-12 assessment data 0% of students with available assessment results are performing at proficiency level in Algebra.* *5% of students will perform at level 4-5 in Algebra by the May 2013 assessments.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0% (0)	*5% (1)*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	

3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Algebra Goal #3: *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					

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1. The area which showed minimal growth as noted on the 2012 administration of the Geometry EOC Test was Three-Dimensional Geometry.	1.1. Provide inductive reasoning strategies that include discovery learning activities	1.1. MTSS Team	1.1. Ongoing classroom assessments focusing on dimensional geometry.	1.1. Formative: Interim assessments Summative: 2013 Geometry EOC assessment		
Geometry Goal #1: *Based on 2011-12 assessment data 0% of students with available assessment results are performing at proficiency level in Geometry.* *5% of students will perform at level 3 in Geometry by the May 2013 assessments.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0% (0)	*5% (1)*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on 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. Students entering the EAOP program display a variety of emotional, behavioral, and academic deficiencies.	2.1. Update and ensure compliance with guidelines for students with IEP's.	2.1. School administration, school psychologists, counselors, SPED and classroom teachers.	2.1. Ongoing classroom assessments with an emphasis on Math gains	2.1. Interim Assessments and Geometry EOC assessments.	
Geometry Goal #2: *Based on 2011-12 assessment data 0% of students with available assessment results are performing at proficiency level in Geometry.* *5% of students will perform at level 4-5 in Geometry by the May 2013 assessments.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	0% (0)	*5% (1)*				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**

3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Geometry Goal #3: *Enter narrative for the goal in this box.*							

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.

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Middle Grades Math Leader Learning Community	6-8 Mathematics	District Personnel	Middle School Math Teachers	September 2012 and on-going	Students' work Classroom walk-through	Mathematics Teachers, administrators and curriculum support personnel
Common Core Standards	Math	Common Core Standards Team Members	Math Teachers	October 2012 and on-going	Lesson Study	Mathematics Teachers, administrators and curriculum support personnel
Senior High School Math Leader Learning Community	9-12 Mathematics	District Personnel	Senior High School Math teachers	September 2012 and on-going	Students' work Classroom walk-through	Mathematics Teachers, administrators and curriculum support personnel

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	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology	Promethean Board	Title I	$1,000
Subtotal:$1,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide inductive reasoning strategies that include discovery learning activities	Substitute Funds	Title I/DJJ Supplemental Funds	$400
Subtotal:$400			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:$1,400			

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

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

Biology EOC Goals	Problem-Solving Process to Increase Student Achievement					

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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. The area of deficiency as noted on the 2012 administration of the Biology EOC was Molecular and Cellular Biology	1.1. Provide inquiry-based laboratory activities of life and environmental science systems, for students to make connections to real-life experiences, and explain and write about their results and their experiences.	1.1. MTSS Team	1.1. Ongoing classroom assessments focusing on scientific thinking.	1.1. Formative: Interim assessments Summative: 2013 Biology EOC Assessment		
Biology Goal #1: *Based on Baseline assessment data 0% of students with available assessment results are performing at proficiency level in Biology.* *5% of students will perform at level 3 in Biology by the May 2013 assessments.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0% (0)	*5% (1)*					

		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. The area of deficiency as noted on the 2012 administration of the Biology EOC was Molecular and Cellular Biology | 2.1. Incorporate computer-based virtual simulations of science concepts that are not easily replicable in the classroom | 2.1. MTSS Team | 2.1. Completing GIZMOs activities and related curriculum-based assessments. | 2.1. Formative: Interim assessments Summative: 2013 Biology EOC Assessment | | |
| Biology Goal #2:

Based on Baseline assessment data 0% of students with available assessment results are performing at proficiency level in Biology.

5% of students will perform at level 4-5 in Biology by the May 2013 assessments. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *0% (0)* | *5% (1)* | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. | |

		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Strategies and techniques to successfully conduct labs	Biology	Science Coach	Science Teachers and curriculum support personnel	September 2012 and on-going	Students' lab reports Classroom walk-through	Science Teachers, administrators and curriculum support personnel
Biology Content and Pacing II	Biology	Science Coach	Science Teachers, curriculum support personnel, and District Science personnel	November 2012 and ongoing	Students' work Classroom walk-through	Science Teachers, administrators and curriculum support personnel

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)			

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Strategy	Description of Resources	Funding Source	Amount
Provide inquiry-based laboratory activities of life and environmental science systems, for students to make connections to real-life experiences, and explain and write about their results and their experiences.	Prepared slides for basic cellular biology	School funds	$200.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

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

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

Civics EOC Goals	**Problem-**					

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	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. The area of deficiency on the 2012 administration of the Civics Baseline Test was Organization and Function of Government.	1.1. Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.	1.1. Social sciences coach and Assistant principal, MTSS Team members	1.1. Disaggregate data according to student deficiencies and reteach or enrich, as needed.	1.1. Performance on spring interim assessment in Civics		
Civics Goal #1: _Based on Baseline assessment data 0% of students with available assessment results are performing at proficiency level in civics._ _5% of students will perform at level 3 in civics by the May 2013 assessments._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	_0% (0)_	_5% (1)_					

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		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	Organization and Function of Government.	7/Civics	Social Sciences Chair	Social science teachers	Early release dates		
Civics Goal #2: *Based on Baseline assessment data 0% of students with available assessment results are performing at proficiency level in civics.* *5% of students will perform at level 4-5 in civics by the May 2013 assessments.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0% (0)	5% (1)					
		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
Organization and Function of Government.	7/Civics	Social Sciences Chair	Social science teachers	Early release dates	Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.	Assistant principal

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.	Training packet developed by PD instructor	School funds	$100.00
Subtotal: $100			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:$100			

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.	1.1. The area of deficiency on the 2012 administration of the US History Baseline Test was the US and the Defense of the International Peace, 1940 to present.	1.1. Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.	1.1. Social sciences coach and assistant principal	1.1. Disaggregate data according to student deficiencies and reteach or enrich, as needed.	1. Performance on US History EOC assessment		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

U.S. History Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Based on Baseline assessment data 0% of students with available assessment results are performing at proficiency level in US History. *5% of students will perform at level 4-5 in US History by the May 2013EOC Assessment*						
	0% (0)	*5% (1)*				
		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.	
US History Goal #2: *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	

U.S. History Professional Development

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

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

End of U.S. History Goals

Career Education Goals

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

Guiding Questions to Inform the Problem-Solving Process

- What career type does the program offer?

- How does the program provide career exploration for all students?

- What hands-on technical training does the program provide (type 3 programs)?

■ For type 3 programs what industry certifications are offered?

■ How many students earned industry certifications?

■ Is the program a Career and Professional Education (CAPE) Academy?

.

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. Career Education Goal	1.1 Many students have not attended school on a regular basis prior to court-ordered residential placement and are therefore significantly below grade level in reading, math, science and social studies.	1.1. Monitor students in middle school on track to reach the senior high level in order to become eligible to take dual enrollment courses.	1.1. Principal, Assistant Principal,	1.1. Disaggregate data according to student deficiencies and reteach or enrich, as needed.	1. E2020 Progress Report		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	2012 Current Level :*	2013 Expected Level :*					
The percentage of students who perform according to minimal standards on Work Place Readiness assessments will increase from 75% to 80%.							
	75% (9)	80% (10)					
		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) or PD Activity

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
E2020	6-12	District Staff	Teachers	December 2012	E2020 reports	Program Lead Teacher, Assistant Principal

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)

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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. Students traditionally come to our centers with prior grade retention(s) and low academic performance. Students need opportunities to strengthen foundational skills and recover failed courses or earn equivalency diplomas.	1.1. Increase graduation rate by increasing student credit completions through credit recovery and equivalency diploma preparation.	1.1. Principal Assistant Principal Reading Coach	1. Course completions in e2020 and equivalency diploma preparation materials	1.1. e2020 reports and equivalency diploma pre-test results		
During 2011 year 72% (79) of students transitioned successfully and were not recommitted or incarcerated. During the 2012-13 school year, 74% (82) will transition successfully following commitment	2012 Current Level :*	2013 Expected Level :*					
	72% (79)	74% (82)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Transition Professional Development

Professional

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

Transition Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Offer Credit Recovery Programs using E2020.	E 2020 Hardware	DJJ Supplemental Funds	$1000.00

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Subtotal:$1,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Transition Goal(s)

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)).
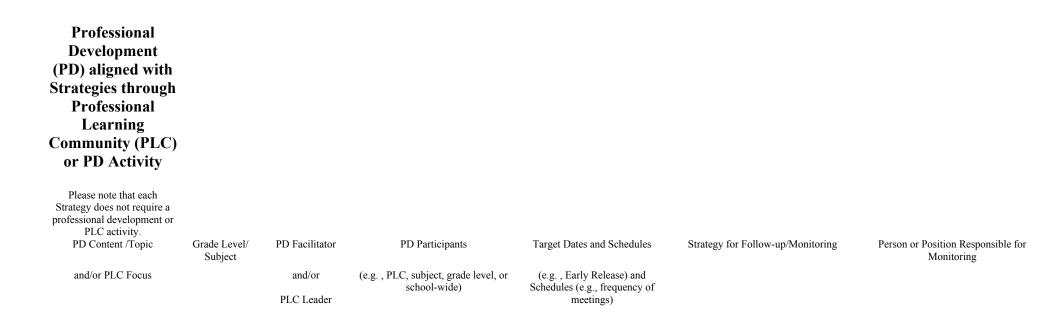
Attendance	**Problem-**					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Goal(s)	solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. **Attendance**	1.1. Students come to the many of the varied EAOP programs with personal issues/ problems such as chronic truancy, substance abuse, gang involvement, lack of parental involvement, and other issues that negatively impact school attendance.	1.1. Utilize school social worker and TRUST counselor to ensure parents/ caretakers are aware of and support attendance goals and provide counseling to students and families to identify and address underlying issues impacting student attendance.	1.1. Principal, Assistant Principal, Social Worker, TRUST Counselor	1.1. Review daily attendance bulletins to identify students needing referrals for counseling, home visits, and or truancy packages. Review attendance data in COGNOS.	1.1. Daily Attendance Bulletins Weekly/Monthly Attendance Enrollment Summary COGNOS		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
The 2012 attendance data provided by the Office of School Improvement indicates that our overall percentage rate was 89.74% (244) for students in DJJ sites. Our goal is to increase attendance by three (3) percentage points to 92.74%. In addition, our goal is to reduce the number of students with excessive absences (10 or more) by five (5) percentage points and excessive tardiness (10 or more) by five (5) percentage points.							
	87.91% *(244)*	*92.64%* *(272)*					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	645	*613*					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	178	*169*				
	1.2	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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

School truancy plan development	9-12/ Attendance	School social worker	Program staff	September 2012	Utilize school social worker and TRUST counselor to ensure parents/caretakers are aware of and support attendance goals and provide counseling to students and families to identify and address underlying issues impacting student attendance.	Assistant Principal

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	Amount
Utilize school social worker and TRUST counselor to ensure parents/caretakers are aware of and support attendance goals and provide counseling to students and families to identify and address underlying issues impacting student attendance.	Trust counselor travel and scheduled meetings	School Funds	$1000.00
Subtotal:$1000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:$1,000			

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.