

# 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: Walton Learning Center	District Name: Walton
Principal: Jo Henderson	Superintendent: Carlene H. Anderson
SAC Chair: Dixie Burge	Date of School Board Approval: 9/11/12

**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	Jo Henderson	M.A. Administration/Supervision-K-12 B.A. Elementary Education Reading Certification-K-12 Specific Learning Disabilities – K-12	5	26	Ms. Henderson has 30+ years in education as a teacher, administrator, and consultant. She is president and co-founder of <i>Liza Jackson Preparatory School</i> (Okaloosa County); <i>which</i> has been an A-school since it opened in 2002.
Lead Educator	Pam Hooks	Psychology	8	4	Mrs. Hooks has 25 years in education, the last 10 at WLC, first as reading teacher and the last 6 , as education coordinator..

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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.
Secondary Reading and Math	Nathan Smith	B.S. in Math Masters in Ed Leadership Certifications: Math 6-12, Integrated Mid Grades Curriculum Ed Leadership, paperwork pending	2	4	N/A

### Effective and Highly Effective Teachers

List your school's highly effective teachers and briefly describe their certification(s), number of years at the current school, number of years as a teacher, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. *Highly effective teachers refers to teachers who provide instruction in core academic subjects, hold an acceptable bachelor's degree or higher, have a valid temporary or professional certificate, and whose students demonstrate learning gains via the common assessment, end of course exams, or any supplemental assessment the school uses.*

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Teacher	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
English Social Studies	Dorothy Daughtry	Language Arts 6-9 Secondary English 9-12 Social Studies 9-12	4	25	Paxton High School, , 1988-2005, "A" school except for last year Walton Learning Center, 2007-2012, N/A
Math	Douglas Clemmons	Math 6-12 HVAC/Electrical	6	6	Walton Learning Center, 2005-2012, N/A

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Science	Michael Schack	Art K-12 M/G Integrated Curriculum 5-9 ESE K-12	5	5	Walton Learning Center, 2006-2012, N/A
Reading	Mike Kalinoski	English 6-12 Reading Endorsement	1	x	Walton Learning Center, 2012, N/A Pending

**Effective and Highly Effective Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Interview highly qualified teachers, if possible	Jo Henderson/Pam Hooks	Ongoing	
2. No extracurricular activities that require after-hours work	Department of Juvenile Justice	Ongoing	
3. Attractive benefit package	Radar Group	Ongoing	
4. Professional development available, as desired or necessary for a teacher to become highly qualified.	Walton County School District/PAEC	Ongoing	

***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
None	N/A

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**Staff Demographics**

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
4	0	100% (4)	100% (4)	50 (2 )	0	100 (1)	25 (1)	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
Mike Schack	Mike Kalinoski	Mr. Schack has been teaching incarcerated students for 6 years. Mr. Kalinoski is in his first year at WLC, and he and Mr. Schack were already acquainted. Mr. Schack is WLC’s ESE teacher and is in an ideal position to assist Mr. Kalinoski with classroom management, AIPs, IEPs, and general support.	A quick, scheduled meeting every Friday to say, “How are things going?” “Any problems?” plus bimonthly meeting to go over IEPs and AIPs and any other problems needing attention.
Dorothy Daughtry and Doug Clemmons	Dorothy Daughtry Doug Clemmons	Since both are veteran WLC teachers, their association is more of a partnership than mentor/mentee, just general, mutual assistance when the need arises.	Getting grades and paper work done at the end of each month.

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

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

Every teacher works every day with struggling readers. Therefore, reading is of necessity an integral part of every class. Uppermost in each teacher's mind is the need for all our students to improve their fluency, vocabulary, and comprehension, and, thereby, improve their performance in every subject. A few of our students, aged 13-22 in grades 6-12, are lacking in phonemic awareness and phonics, and at least half (usually two-thirds) need help with fluency. We have only one teacher with reading endorsement, so he chairs the LLT and is the go-to person when a new reading strategy is needed.. When a new student arrives, the reading teacher and the ESE teacher keep the other teachers informed on the student's reading ability and suggest strategies that might foster improvement. At MTSS meetings, we discuss our success or lack thereof, always keeping in mind that each student, if he is to advance in his education, must become successful with print materials across the curriculum.

### *\*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?

Most textbooks include a section in each chapter that introduces a profession and a well-known person related to a career in that area. Periodically, vocational classes have speakers who address careers and their relevance to subject areas. Vocabulary and key terms are shared among core-subject teachers, who make an effort to use the terms as often as possible without expressly teaching them. The Home Builders Institute is now a part of our curriculum, so we incorporate items relative to construction in our lessons: job applications and resumes in English; area, perimeter, and board feet problems in math, types of dwellings in different areas of the country or world or homes of the Presidents in history, etc.

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?

Walton Learning Center focuses on credit recovery because most students arrive behind their peers in grade level, and lagging behind often leads to dropping out. We use Ed Options (when it is working) and sometimes alter our curriculum to bring students up to grade level if possible before they exit the program. Teachers know (or can access on the web) the state graduation requirements and the entrance requirements of any vocational schools or college a student may be considering. If a student is interested in a certain school, such as a barber school in Pensacola, teachers can look up entry requirements, etc. Teachers counsel with students whenever called for and place a record to that effect in the student's file. All students attend some vocational classes where they learn about employability skills and practice job interviews. Most students participate in Home Builders Institute, a hands-on building construction class. All students have access to CareerScope and Ready to Work.

### *Postsecondary Transition*

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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.

When students leave us, their parole officers make sure they return to school and stay in school until they are released from parole. The main reason students dropout after that is they are struggling with subject matter and/or behind their peers. Therefore, we use all means available to teach coping strategies and to bring our students up to their appropriate skill and grade level. Each student who is below grade level in reading gets 90 minutes of intensive reading (Read 180 and/or Great Leaps) daily. All classes are small (usually not over 15 students) so teachers are able to offer extra help. We may also modify the curriculum for certain students to ensure that they cover the material required to get back on grade level.

The English courses begin in the writing portion of the book and stress paragraph and essay construction throughout. Math and science classes follow a progress monitoring (test-remediate-retest) procedure and administer the End-of-Course exam.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

#### Guiding Questions to Inform the Problem-Solving Process

- Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains?
- What percentage of students made learning gains?
- What was the percent increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

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

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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
<b>1. Percentage of students making learning gains in reading.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Reading Goal #1:</b>			Even students making gains in reading missed a high percentage of cause and effect questions.	Identify signal words. Use a variety of graphic organizers that show cause and effect relationships. Describe an effect or a few effects and ask students to infer the cause(s). Describe cause (s) and ask students to infer the effect(s) Make a cause and effect chain.	Reading teacher Paraprofessional Educational Coordinator	Teacher observation FCAT practice tests Frequent formative assessments	Even students making gains in reading missed a high percentage of cause and effect questions.
Overall school proficiency in reading will meet the requirements for Annual Measurable Objectives set by the DOE.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Of 36 students who took the 2012 test here, 36 % (11) made learning gains</i>	<i>Increase level of performance by 10% over last year.</i>					
	Since many of our students do not have records from their previous year , we cannot calculate gains/losses on FCAT.		1.2.	1.2.	1.2.	1..2.	1.2.
			Higher order thinking is sometimes put on the back burner in order to practice FCAT skills.	Rewrite story endings. Complete sentence starters. Answer critical thinking questions with extended responses. Introduce Bloom's taxonomy and Webb's Depth of Knowledge.	Reading teacher Paraprofessional Educational Coordinator	Teacher observation Frequent formative assessments	Higher order thinking skills is sometimes put on the back burner in order to practice FCAT skills.
			3.3.	1.3.	1.3.	1..3.	1.3.
			Even students making gains missed a disproportionate number of FCAT questions concerning author's purpose in nonfiction	Read a variety of informational texts and determine the author's purpose. Have students go through old papers in their portfolios and describe their purposes for writing each one.	Reading teacher English teacher Educational Coordinator	Teacher observation Frequent formative assessments	Even students making gains missed a disproportionate number of FCAT questions concerning author's purpose in nonfiction.



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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Reading Goal #2:</b> The school will take specific actions that target its struggling students and assist them in showing a year's worth of growth from the previous year. (MTSS)						

## Reading Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
None	N/A	N/A	N/A	N/A	N/A	N/A

## 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

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Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal: \$ .00</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total: \$ .00</b>

### *End of Reading Goals*

### **Mathematics Goals**

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

#### **Guiding Questions to Inform the Problem-Solving Process**

- Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012.
- 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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<b>MATHEMATICS GOALS</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Percentage of students making learning gains in mathematics.</b>			1.1. These students may feel that they have done adequate work and can relax.	1.1. Encourage students who are just passing the FCAT 2.0 to strive to do even better.	1.1. Math teacher	1.1. Observe students competing against themselves and others to do more and better work.	1.1. Grades FCAT practices
<b>Mathematics Goal #1:</b>							
Overall school proficiency in math will meet the requirements for Annual Measurable Objectives set by the DOE.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Of 14 students who took the test 8.3% (1) scored a 3.</i>	<i>Increase level of performance by 10% over last year.</i>					
			1.2 Students usually arrive at least 2 years behind grade level. They have large gaps in their basic math education caused by absence from the education process while in juvenile lock up.	1.2 Provide focused instruction, remediation, and enrichment opportunities to allow students to make continuous progress towards reaching a higher performing math levels. Use FCAT explorer and Ed options to increase student proficiency to grade level.	1.2 Math Teacher	1.2 BASI baseline testing Focused instructional syllabus Problem-solving Modeling Frequent formative assessments	1.2 Baseline testing Mid-year evaluation Grades and Observation
			1.3. Student self-esteem is low.	1.3. Keep a copy of <i>100 ways to Praise</i> handy and commend good work.	1.3. Math Teacher	1.3. Teacher observation	1.3. <i>100 Ways to Praise</i>

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Mathematics Goal #2:  The school will take specific actions that target its struggling students and assist them in showing a year's worth of growth from the previous year. (MTSS)						

**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	
<b>1. Students scoring at Achievement Level 3 in Algebra.</b>			1.1.	1.1.	1.1.	1.1.	1.1.	
<b>Algebra Goal #1:</b> <i>Fifty percent of students who take the EOC will pass.</i>	<b>2012 Current Level of Performance:*</b> <i>One student took the test this year but did not pass.</i>	<b>2013 Expected Level of Performance:*</b> <i>50% of students taking the test will pass..</i>	Students come into the program significantly below grade level. Many are ESE or on special diploma. They lack the fundamental skills to be successful in a regular algebra course.	Pretest until a level is found in which the student can function successfully.  Teach/test/reteach/retest	Math Teacher	Pretests/Progress monitoring	Textbook FCAT Practice Materials	
	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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</b>			2.1.	2.1.	2.1.	2.1.	2.1.	
<b>Algebra Goal #2:</b> <i>Students with favorable FCAT scores will be expected to pass the EOC.</i>	<b>2012 Current Level of Performance:*</b> <i>WLC had no students who scored above levels 4 and 5 in algebra.</i>	<b>2013 Expected Level of Performance:*</b> <i>Any student arriving with this high scores will be expected to pass his EOC exam.</i>	These students may feel that they have done adequate work and can relax.	Encourage students who are just passing the FCAT 2.0 to strive to do even better.	Math teacher	Observe students competing against themselves and others to do more and better work.	Grades FCAT practices	
	Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
<b>3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> N/A		N/A	N/A	N/A	N/A	N/A	N/A
	<b>Algebra Goal #3:</b> <i>50% of students who complete the algebra courses will pass the EOC exam.</i>							
<b>May 2012</b> <b>Rule 6A-1.099811</b> <b>Revised May 25, 2012</b>								13

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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)).

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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	
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>			1.1.	1.1	1.1.	1.1.	1.1.	
<b>Geometry Goal #1:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Students come into the program significantly below grade level. Many are ESE or on special diploma. They lack the fundamental skills to be successful in a regular algebra course.	Pretest until a level is found in which the student can function successfully.  Teach/test/reteach/retest	Math Teacher	Pretests/Progress monitoring <b>Algebra Goal #1:</b>	Textbook FCAT Practice Materials <u>2012 Current Level of Performance:*</u>	
<i>Fifty percent of students who take the EOC will pass.</i>	<i>WLC had no students who completed the geometry course.</i>	<i>50% of students who complete geometry will pass the EOC..</i>						
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	
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>			2.1.	2.1.	2.1.	2.1.	2.1.	
<b>Geometry Goal #2:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	These students may feel that they have done adequate work and can relax.	Encourage students who are just passing the FCAT 2.0 to strive to do even better.	Math teacher	Observe students competing against themselves and others to do more and better work.	Grades FCAT practices	
<i>Any student who arrives with favorable geometry FCAT scores will pass the geometry EOC exam.</i>	<i>WLC had no students who completed the geometry course.</i>	<i>50% of students who complete geometry will pass the EOC..</i>						
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>  N/A		N/A	N/A	N/A	N/A	N/A	N/A

## Mathematics Professional Development

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

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

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

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
Keys to Motivating African American Male Students	7-12	PAEC Mona Ramirez	Math teacher, 7-9	Open	Approval of exercise follow-up for PD activity	Education Coordinator
Communicating with Boys	7-12	PAEC Mona Ramirez	Math teacher, 7-12	Open	Approval of exercise follow-up for PD activity	Education Coordinator
Differentiating Mathematics Instruction	7-12	PAEC Rusty Holmes	Math teacher, 7-12	Open	Approval of exercise follow-up for PD activity	Education Coordinator

### *End of Geometry EOC Goals*

### **Mathematics Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$ .00
			<b>Subtotal: \$ .00</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal: \$ .00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal: \$ .00</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total: \$ .00</b>

### *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)).



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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
<b>1. Students scoring at Achievement Level 3 in Biology.</b>			1.1. Student motivation is low. Student interest is low. Students have limited personal experience relating real life to science topics/ concepts.	1.1. Relate science concepts to "real world" questions and experiences.  Show multi-media/ videos relating key science concepts to real life experiences, questions, and issues.  Focus on analysis and reasoning skills during discussion, videos, activities, and direct instruction.	1.1. Science Teacher	1.1. Teacher Observation/ Checklist Participation in class Completion of assignments Progress in personal syllabus for Individual bookwork Improved test scores Improved post-science test scores	1.1. Individual Student Syllabi progress and grades.  Pre/Post Science Test Pre/Post Science Survey
Overall school proficiency in science will meet the 10% safe harbor expectations outlined in the No Child Left Behind Act.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Nine students took the FCAT 2.0 science test. 78% (7) scored level 1, and 22% (2) scored level 2.	75% of Students enrolled in Science courses will complete ½ or more of their assigned courses according to the Individual Student Syllabi.					
			1.2. Students' Reading, Writing, Math skills are limited.	1.2. Support basic reading, writing, and math skills through direct and whole group instruction reviewing / remediation of required basic skills in curriculum.	1.2. Science Teacher	1.2. Teacher Observation/ Checklist; participation in class; completion of assignments; progress in personal syllabus for individual bookwork; improved test scores; Improved post-science test scores.	1.2. Individual Student Syllabi progress and grades.  Pre/Post Science Test Pre/Post Science Survey
			1.3. Limited hands-on opportunities due to High-Risk residential program.	1.3 Improve teacher awareness of short, simple demonstrations to improve student visuals and personal experience w/out need for risk assessment.	1.3. Science Teacher	1.3. Teacher Observation/ Checklist; participation in class; completion of assignments; progress in personal syllabus for individual bookwork; improved test scores; Improved post-science test scores.	1.3. Individual Student Syllabi progress and grades.  Pre/Post Science Test Pre/Post Science Survey
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
<b>2. Students achieving above proficiency (FCAT Levels 4 and 5) in science</b>			2.1. Limited opportunities for peer support due to safety issues.	2.1. Designate allotted time or schedule peer support.	2.1. Science Teacher	2.1. Teacher Observation/ Checklist; participation in class; completion of assignments; progress in personal syllabus for individual bookwork; improved test scores; Improved post-science test scores.	2.1. Teacher Observation Checklist  Individual Student Syllabi progress and grades.  Pre/Post Science Test Pre/Post Science Survey
<b>Science Goal #2:</b>							
<b>Biology Goal #2:</b>							
Enter narrative for the goal in this box.			<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>			
Enter numerical data for current level of performance in this box.			Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.			
<b>May 2012 Rule 6A-1.099811 Revised May 25, 2012</b>							
			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**

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

**Science Budget (Insert rows as needed)**

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	
				<b>Subtotal:</b>
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				<b>Subtotal:</b>
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
				<b>Subtotal:</b>
Other				
Strategy	Description of Resources	Funding Source	Amount	
				<b>Subtotal:</b>
				<b>Total:</b>

*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
<b>1. Students scoring at Achievement Level 3 in Civics.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Civics Goal #1:</b> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Civics Goal #2:</b> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			2.2.	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**

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

**Civics Budget** (Insert rows as needed)

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

*End of Civics Goals*

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

May 2012  
Rule 6A-1.099811  
Revised May 25, 2012

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

\* 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
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>U.S. History Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Civics Goal #2:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <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.

## U.S. History Professional Development

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

**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of U.S. History Goals*

**Career Education Goals**

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

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

### Guiding Questions to Inform the Problem-Solving Process

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

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

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

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	
<b>1. Career Education Goal</b>		1.1.	1.1.	1.1.	1.1.	1.1.	
All high school students will have the opportunity to participate in a classroom vocational course ( Ready to Work), and most will be able to participate in a construction class (Home Builders Institute).	2012 Current Level :*	2013 Expected Level :*	Some students do not have the emotional stability to participate in the building course.	We will ask the county to get us set up to test all students for Ready to Work. Students will complete mock job applications.  Students will learn safe behaviors needed around the job site.	Vocational teacher	1.1. List the number of students receiving certificates and passing grades.	1.1. Certificates Monthly grades
		75% of students will receive a passing grade for the vocational course and 50% will receive an HBI certificate.					
All high school students will have the opportunity to participate in a hands-on vocational skill.		1.2.	1.2.	1.2.	1.2.	1.2.	
		Reading skills are weak.	When text is presented teachers will use reading strategies to help students comprehend the material.  Students will begin to develop resumes.	English teacher Reading aide Ed coordinator	Check for improvement in skills understanding.  Critique resumes	Grades  Student resumes	
		1.3					
		We are not set up to test students in the Ready to Work program yet.	Students will use the Ready to Work computer program.		Getting the Ready to Work information.	Printouts from Ready to Work tests.	

## Career Education Professional Development



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

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
None						

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total: \$ .00</b>

*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.

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

### 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
<b>1. Transition Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
To make transition into and out of Walton Learning Center as painless and as beneficial as possible for each student.	2012 Current Level :*	2013 Expected Level :*	Because these students have usually be through a transitional period, we do not always receive previous records in a timely manner.	Do whatever is necessary to ensure that students records are available within 2 weeks of arrival.	Ed coordinator	Check that records are complete.	Documentation of records
	Most of our students transition into classes successfully.	90% of our students will have successful transitions.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Students do not take the entrance exam seriously; thus, the score does not accurately reflect their capabilities.	Orientation to stress the importance of taking the test seriously, perhaps using a successful student for influence.	Ed coordinator Reading aide	Compare entry and exit test looking for improvement in entry scores	Test results

## 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
None						

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


**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total: \$ .00</b>

*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.

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

### Guiding Questions to Inform the Problem-Solving Process

- What was the attendance rate for 2011-2012?
- How many students had excessive absences (10 or more) during the 2011-2012 school year?
- What are the anticipated barriers to decreasing the number of students with excessive absences?
- What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2012-2013?
- How many students had excessive tardies (10 or more) during the 2011-2012 school year?
- What are the anticipated barriers to decreasing the number of students with excessive tardies?
- What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2012-2013?

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

ATTENDANCE GOAL(S)		Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance Goal # 1</b>		1.1.	1.1.	1.1.	1.1.	1.1.
<i>Enter narrative for the goal in this box.</i>	<u>2012 Current Attendance Rate:*</u> <i>Enter numerical data for current attendance rate in this box.</i>	<u>2013 Expected Attendance Rate:*</u> <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> <i>Enter numerical data for current number of absences in this box.</i>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u> <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> <i>Enter numerical data for current number of students tardy in this box.</i>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u> <i>Enter numerical data for expected number of students tardy in this box.</i>				
			1.2.	1.2.	1.2.	1.2.
			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

## 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

### Attendance Budget (Insert rows as needed)

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

#### Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>

#### Technology

Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>

#### Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>

#### Other

Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total:</b>

*End of Attendance Goals*

### Final Budget (Insert rows as needed)

Please provide the total budget from each section.

#### Reading Budget

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

	<b>Total:</b>
<b>Mathematics Budget</b>	
	<b>Total:</b>
<b>Science Budget</b>	
	<b>Total:</b>
<b>Civics Budget</b>	
	<b>Total:</b>
<b>U.S. History Budget</b>	
	<b>Total:</b>
<b>Career Budget</b>	
	<b>Total:</b>
<b>Transition Budget</b>	
	<b>Total:</b>
<b>Attendance Budget</b>	
	<b>Total:</b>
	<b>Grand Total:</b>

**School Advisory Council**

*School Advisory Council (SAC) Membership Compliance*

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

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
N/A	

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