

# 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: Palm Beach Juvenile Correctional Facility	District Name: School District Palm Beach County
Principal: Dr. Joseph Lee	Superintendent: Wayne Gent
SAC Chair: Angela Clarke	Date of School Board Approval:

**Student Achievement Data:**

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

**Administrators**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Principal		Ed.D-Education MS-Educational Leadership BS-Elementary Education  Certifications:  Elementary Education, Grades 1-6 ESOL Endorsement, Gifted Endorsement and	8	18	Acknowledged as a Turn Around Principal for the significant improvement of an elementary school in the Palm Beach School District.

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		School Principal All Levels			
Lead Educator		Educational Leadership Business Education Reading Endorsement	4	4	Eagle Academy 2008-2009 grade Improving Sago Palm Academy 2007-2008 Sago Palm Academy 2006-2007

**Instructional Coaches**

List your school’s instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.

**Effective and Highly Effective Teachers**

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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.
Reading	Hope Cabrera	Exceptional Student Education Reading Endorsement	7	7	
Science	Diana Cotton	Biology Educational Leadership ESOL MG General Science 5-9 Reading Endorsement		23	
ESE	Terri Day	Educational Leadership Emotional Handicapped ESOL Mentally Handicapped Specific Learning Disability		32	
ESE	Lourdes Gonzalez	Elementary Education ESOL Specific Learning Disabilities		29	
Social Studies	Keith Kearney	Social Studies	6	6	
Vocation	Thomas Himebaugh	English 9-12 Social Studies			
Math	Ethel Randolph	Guidance Counseling Math School Principal Reading Endorsement	12		
English	Christy Stacy	English Exceptional Student Education	5	5	

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**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. Recruiting: as needed, District Job Fairs and recruiting at Universities	Principal		
2. Retaining: new teachers are paired with veteran staff and work with Assistant Principal and mentor in the Educator Support Program	Retaining: new teachers are paired with veteran staff and work with Assistant Principal and mentor in the Educator Support Program		
3. Retaining: All teachers participate in professional development to support instruction and have opportunities at learning team meetings to work with teachers in same content area from other schools in Student Intervention Services.	Principal Assistant Principal	On-going	

***Non-Highly Effective Instructors***

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who are NOT highly effective.

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

Number of staff and paraprofessionals that are teaching out-of-field and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0.0%	

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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
9	0.0%	20.0%(2)	20.0%(2)	60.0%(5)	60.0%(5)	100.0%(9)	60.0%(5)	15.0%(1)	20% (3)

***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
Teachers in need of improvement are matched with department chairpersons to maximize their experience and enhance their instructional skills.	Teachers in need of improvement will be determined from their longitudinal classroom FCAT data.	Palm Beach Juvenile Correctional Facility has a teacher mentoring program that is spearheaded by the Assistant Principal, Sheila Lawrence, who meets with new teachers and teachers who are in need of improvement.	For teachers in need of improvement mentor/mentee partners meet weekly. They also meet bi-weekly with activities and assignments they are to complete. A portfolio of activities/lessons is kept by each mentee and is shared with their AP monthly.

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

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

1. Administrative presentation during preschool meeting including Reading Coach presentation with handouts on how to focus on reading in the content areas.
2. Stop Drop and Read in all classes for 20 minutes per day in the 100 minute block, during which time teacher conducts progress/goal conferences with students. Student's journal regarding reading in their composition book.
3. In collaboration with the Palm Beach County Library System, students are loaned 300 books per quarter (Monday through Thursday) and record in their journal composition book.
4. Build vocabulary school-wide: teachers will develop weekly vocabulary lists to be used by all teachers to reinforce ownership of vocabulary by students (use it 17 times and it is yours). Students will keep vocabulary section in each content area of their school binder.
5. Biweekly school level meeting with teachers, reading coach and assistant principal discussion on what's working and what is not working, basing on common assessments, diagnostics, FAIR, oral reading fluency and SRI data.
6. Reading Coach will send out a monthly newsletter to teachers with updates on strategies and classroom success stories. All non-reading teachers will participate in Content Area Reading Strategies training throughout the year.
7. Walkthroughs following Marzano observations methods will be conducted by administrators to ensure all teachers are incorporating reading strategies.
8. All teachers will provide instruction on selected Reading Benchmarks.
9. Teachers will allow students the opportunity to practice, assess the students' knowledge, and re-teach the Benchmark as indicated by student progress, either in whole group or in a small group setting.
10. CORE K12, supplemental and intensive instruction and interventions will be delivered through Reading, English, Mathematics, Science, Social Studies, and Vocational Courses.
11. Teachers are strongly encouraged to obtain reading endorsement and attend CRISS training.
12. Strategies and interventions will also be developed and discussed during professional development meetings.

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### *\*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?

1. The majority of students in this school are enrolled for 9 -12 months after which they return to their home school or county.
2. All students participate in the online “Choices” program, taking the Learning and Interest Inventories.
3. All students participate in a presentation by the Career/Graduation coach. Students have individual or small group follow-up meetings with Career/Graduation upon request by student or teacher.
4. Students explore career opportunities in their content courses through teacher instruction and research opportunities.
5. Students are enrolled in six classes while at this school and if Intensive Reading and Intensive Math are not required per state requirements, students are enrolled in a career exploration course.
6. The relationships between subjects and relevance to the students’ future are applied through project based instruction and the implementation of Career Courses offered (if students not enrolled in Intensive Reading and/or Intensive Math. Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software in addition to Internet Instructional Websites such as FCAT Explorer, Discovery Education, Destination, and National Geographic Kids will also be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to student in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students will also participate in tutorial session provided through Title I, Part D.

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?

Students are enrolled in this school for 9 to 12 months and return to their home SAC school or their home district Florida. The guidance counselor meets with students to review career goals and academic plans. The Graduation/Career coach meets with students and parents to discuss graduation option and assists with planning Career exploration events.

### *Postsecondary Transition*

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

Student will be allowed to participate in E2020 credit recovery in an effort to increase their Grade Point Average (GPA) for graduation purposes. The guidance counselor meets with students upon their arrival to the program to review and discuss their plans for success and ensure that they have the correct courses they need to prepare them for graduation. Students are



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made aware of graduation requirement. Students participate in a Career Fair during the school year, at which professionals from the local communities come out and provide students with information regarding their careers.

**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

Guiding Questions to Inform the Problem-Solving Process
<ul style="list-style-type: none"> <li>▪ 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?</li> <li>▪ What percentage of students made learning gains?</li> <li>▪ What was the percent increase or decrease of students making learning gains?</li> <li>▪ What are the anticipated barriers to increasing the percentage of students making learning gains?</li> <li>▪ What strategies will be implemented to increase and maintain proficiency for these students?</li> <li>▪ What additional supplemental interventions/remediation will be provided for students not achieving learning gains?</li> </ul>

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

READING GOALS	Problem-Solving Process to Increase Student Achievement										
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool						
<p><b>1. Percentage of students making learning gains in reading.</b></p> <p><u>Reading Goal #1:</u></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 15%; padding: 2px;"><b>Implementation year for monitoring progress through PMRN using the FAIR assessment through the Web-Based Assessment Module</b></td> <td style="width: 15%; padding: 2px; font-size: small;">2012 Current Level of Performance:*</td> <td style="width: 15%; padding: 2px; font-size: small;">2013 Expected Level of Performance:*</td> </tr> <tr> <td style="padding: 2px;">FY12: of students made gains in reading as measured by</td> <td style="padding: 2px;">5% of students will make gains in Reading Comprehensi</td> <td style="padding: 2px;"></td> </tr> </table>	<b>Implementation year for monitoring progress through PMRN using the FAIR assessment through the Web-Based Assessment Module</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	FY12: of students made gains in reading as measured by	5% of students will make gains in Reading Comprehensi		<p>1.1.</p> <p>Due to our transient population and the type program that we are under, we may have students enroll at our school only days prior to the administration of the FCAT.</p>	<p>1.1.</p> <p>Teachers will ask a minimum of three higher order questions in lesson plans. Full implementation of Read 180 and Hampton Edge will be utilized in the reading classes using the Rotational Instructional Model.(RIM)</p>	<p>1.1.</p> <p>Teachers and Assistant Principal.</p>	<p>1.1.</p> <p>Assistant Principals will review lesson plans. Teachers will document the questions on their plans.</p>	<p>1.1.</p> <p>Classroom walkthrough logs and frequency of questions observations. Lesson Plan review</p>
<b>Implementation year for monitoring progress through PMRN using the FAIR assessment through the Web-Based Assessment Module</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*									
FY12: of students made gains in reading as measured by	5% of students will make gains in Reading Comprehensi										

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<p>(WAM). Students to be included are students in school attendance for at least 90 days.</p> <p>FCAT FY 12: % made learning gains compared to % in previous year (same group students</p>	<p>FCAT March 2012.</p>	<p>on portion of WAM and/or SRI</p>					
			<p>1.2.</p> <p>School data trend shows our lower performing students not making adequate learning gains.</p>	<p>1.2.</p> <p>Students will participate in tutoring, enrichment programs, and Reading Plus. All teachers will reinforce reading strategies through their core curriculum on a daily basis. Level 1-2 will be homogeneously placed in reading classes and Social Studies classes to better serve their academic needs of instruction.</p>	<p>1.2.</p> <p>Administration</p>	<p>1.2.</p> <p>CORE K-12 Reading Common Assessment results Fall and Winter Diagnostic results</p>	<p>1.2.</p> <p>CORE K-12 Reading Common Assessment results Fall and Winter Diagnostic results WIN Learning (Common Assessment</p>
			<p>1.3</p> <p>Student Awareness of performance Level and ability: Classroom time for teachers to meet with students individually.</p>	<p>1.3</p> <p>Teachers will utilize time during a 15 – 20 independent reading or independent “You Do” time to conference with students individually at least once every three weeks to review progress and set goals. Supported with Administrator and Guidance data chats. Progress will be tracked through FAIR and Toolkit Assessments, Core K12</p>	<p>1.3</p> <p>Administration</p>	<p>1.3</p> <p>Review of documentation of conferences</p>	<p>1.3</p> <p>AP/Guidance conferences with student to determine awareness of learning. and discuss.  PMRN, Core K12</p>

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			Interim Benchmark assessments.			
		1.4. Students have varied vocabulary levels and classes are multiple grade levels.	1.4 Implement school wide vocabulary lists to be used by all teachers and to be kept in student binders. Implementation of Marzano 6-STEPS Building Academic Vocabulary research-based strategies in all classrooms. Students will keep notebooks. Usage supported through Word Walls and repetition in content classes.	1.4 Assistant Principal, Teachers, and Resource Teachers	1.4 FAIR data SRI data Diagnostic results Vocabulary Tests WIN Learning	1.4 PMRN SRI Data Reports Vocabulary Test Grades
		1.5 Providing assistance to students in mixed-ability classroom populations and frequency of student entering/exiting program.	1.5 Students will receive differentiated instruction based upon analysis of prior year FCAT, FAIR Reading Comprehension, Maze and Work Analysis results and teacher observation: Tier i: Determine core instructional needs by reviewing assessment for all. Plan differentiated instruction using evidence-based instruction/intervention within 100 minute reading block. Tier ii: Plan supplemental instruction/intervention for students not responding to core	1.5 Administration Reading Teacher ESE contact Support Facilitators School Based Team	1.5 FAIR SRI Diagnostics Embedded Assessments through Core K12 WIN Learning	1.5 Student progress is monitored through assessment between testing periods. Lesson plans will be reviewed by administration for differentiated instruction and observed during classroom walkthroughs.

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			instruction. Focus of instruction is determined by review of assessment data and will include after school and in-school tutorial remediation/enrichment. Tier iii: Provide additional learning opportunities before and during schools utilizing alternate strategies and materials.			
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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> Reading Goal #2:  <i>Enter narrative for the goal in this box.</i>	<b>Baseline data 2010-2011</b>						

**Reading Professional Development**

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

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				meetings)		
Content Area Reading Strategies and CRISS training	9-12	PD Facilitator	Reading Teacher	Biweekly staff meeting and lesson study meetings	Observed implementation through walkthroughs and lesson plans	Administration
Florida Assessment of Instruction in Reading (FAIR) and PMRN training for utilizing data	6-12	Resource Teachers/ District training	Reading Teachers, AP	Early Release	FAIR Reports	Administration
Marzano Building Academic Vocabulary Six Step Training	6-12	Administration PD Facilitator	selected teachers with interest	Early Release and/or during Staff Meetings	Vocabulary Tests, Reading Comprehension in FAIR and through Core K12	Assistant Principal
Differentiated Instruction	6-12	PD Facilitator	School wide			
Using Common Core, EDW and Item Specifications to develop student information for progress monitoring	6-12	District training	All Teachers	Aug., 2012 – June 2013	Administrative classroom walkthroughs	Administration
Writing Learning Goals and Scales	ALL by Content area	Online (TrainU) and in iObservation website	All Teachers	Professional Development at School Site beginning in Sept. supported by peers in Department	Lesson Plan Review, Classroom Walkthroughs	Administration

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

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

<b>Guiding Questions to Inform the Problem-Solving Process</b>
<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ What percentage of students made learning gains?</li> <li>▪ What was the percent increase or decrease of students making learning gains?</li> <li>▪ What are the anticipated barriers to increasing the percentage of students making learning gains?</li> <li>▪ What strategies will be implemented to increase and maintain proficiency for these students?</li> <li>▪ What additional supplemental interventions/remediation will be provided for students not achieving learning gains?</li> </ul>

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

<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. Making students aware of their academic strengths and weaknesses.	1.1. Effectively communicate student progress and/or deficiencies through data chats.  Create goal sheets for students.	1.1. Teachers, ESE Coordinator, Administrators	1.1. Use current data to determine student academic status.  Conduct individual data chats with student goal sheets.  Monitor student data chat logs.	1.1. Data Chat Forms, Student Goal Sheets, Teacher/Student Conference Logs, Assessments, Student Folders and Portfolios
<b>Mathematics Goal #1:</b>							
<i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter numerical data for current level of performance in this box.</i>	5% of the students will make gains in Reading Comprehension portion of WAM and/or WIN Learning (Common Assessment).		1.2. Effective teachers use of current data to differentiate instruction (DI)	1.2. Provide professional development for teachers on how to effectively differentiate	1.2. ESE Coordinator, Administration	1.2. Review data from current assessments, Review DI Plans, Focused Classroom	1.2. Common Planning Forms, Assessment Results, Classroom Walkthrough

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			instruction.		Walkthroughs  Common planning to review data and group students  Select activities/assignments to provide tiered instruction for students  Assess students to determine level of comprehension  Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively	
		1.3. Gaps in Prior knowledge	1.3. Students will utilize a variety of reading resources such as read aloud, vocabulary development, on line learning, novels and the Edge program. Tutorials will be offered to enhance learning.	1.3. Principal, Resource Teacher, Instructional staff	1.3. Lesson Plans will be reviewed, Data will be reviewed school wide, and weekly PLC will be held to monitor student progress.	1.3. Common Planning Meeting notes and agendas, Tutorial Sign-In Sheets

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</b>	<b>Baseline data 2010-2011</b>						



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achievement gap by 50%.							
<b>Mathematics Goal #2:</b> <i>Enter narrative for the goal in this box.</i>							

**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>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>	Students struggle with note taking and with implementing the use of notes in class in order to achieve academic success.	Train all teachers on use of notes, notebooks and how to implement them in the classroom. Train all students how to take notes and use notes for study purposes	Teachers, Administrators	Each nine weeks administrators will review samples of notebooks from each teachers' classes	review of tests, notebooks, rubrics/scales
			1.2. During the SY 2012-2013 School year DJJ/Youth Services all instructional coaches in its budget. We do not longer have a Learning Team	1.2. The Professional Development Team will provide professional development activities to all teachers during LTM/PDD half days and full Professional Development Days.	1.2. administrators and Professional Development Team Leaders	1.2. Administration will conduct walkthroughs to determine implementation of strategies and solicit feedback from teachers in regularly scheduled departmental meetings	1.2. Observation Report Common Planning Meeting Agendas and Minutes

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			Facilitator or a Reading Coach.				
			1.3. Students are not successful in academic skills as well as critical thinking, problem solving and goal setting	1.3. Utilize district assessments to help determine skill level of students. These assessments may include CORE K-12 mini assessments.  Utilize SAL-P reports to assist students with goal setting.  Tutorials will be offered to enhance learning.	1.3. Classroom teachers Administration	1.3. Pacing Charts Focus Calendars	1.3. Diagnostic assessments, WIN Learning (Common Assessment), Tutorial Sign-In Sheets
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. Loss of proficiency on standardized tests and in coursework as grade levels progress. Prior knowledge seems to weaken.	2.1. Differentiate instruction as well as scaffolding. Provide professional development to teachers who need training.	2.1. Classroom teacher Administration	2.1. Focus calendars Small Learning Team meetings	2.1. Diagnostic assessments, WIN Learning (Common Assessment), Tutorial Sign-In Sheets
Algebra Goal #2:  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2. Students have different levels of prior knowledge of math skills	2.2. Utilize district assessments to help determine skill level of students. These assessments may include CORE K-12 mini assessments	2.2. Administration	2.2. Pacing Charts Focus Calendars	2.2. Diagnostic assessments, WIN Learning (Common Assessment), Tutorial Sign-In Sheets
			2.3	2.3	2.3	2.3	2.3

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		Maintain high levels of student achievement through grade levels	Provide incentives to keep students achieving higher standards. An example of this is Honor Roll Breakfast	Administration	Small Learning Team meetings	FCAT 2.0 test results Report Cards	
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>						
<b>Algebra Goal #3:</b>  <i>Enter narrative for the goal in this box.</i>							

*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)).

<b>Geometry EOC 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. Students scoring at Achievement Level 3 in Geometry.</b>	1.1. Students struggle	1.1. Train all teachers on	1.1. Teachers,	1.1. Each nine weeks	1.1. review of tests,

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<p><u>Geometry Goal #1:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>	<p>with note taking and with implementing the use of notes in class in order to achieve academic success.</p>	<p>use of notes, notebooks and how to implement them in the classroom. Train all students how to take notes and use notes for study purposes</p>	<p>Administrators</p>	<p>administrators will review samples of notebooks from each teachers' classes</p>	<p>notebooks, rubrics/scales</p>
<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
			<p>1.2. Students' basic algebra skills are not strong enough for geometry</p>	<p>1.2. Review and scaffold Algebra 1 skills in all Geometry classes</p>	<p>1.2. Administration Classroom Teacher</p>	<p>1.2. Walkthroughs Small Learning Team Meetings</p>	<p>1.2. Walkthroughs</p>
			<p>1.3. Curriculum pacing and practice with EOC rigor</p>	<p>1.3. Students will receive instruction and practice in Algebra 1 each week with classroom tasks that are in the format and rigor of EOC exam.  Benchmark specific warm ups from Everglades  Weekly benchmark mini lessons taught in the I do, We do, and You do format  Use of Geometry EOC</p>	<p>1.3. Administration Classroom teacher Area 5 Support</p>	<p>1.3. Lesson Plans will be reviewed, Data will be reviewed school wide, and weekly PLC will be held to monitor student progress. Small Learning team meetings  Walkthroughs</p>	<p>1.3. Common Planning Meeting notes and agendas, Tutorial Sign-In Sheets, Mini Assessments</p>

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

			calculators to practice and complete benchmark activities.				
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> Enter narrative for the goal in this box.	<b>2012 Current Level of Performance:*</b> Enter numerical data for current level of performance in this box.	<b>2013 Expected Level of Performance:*</b> Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	
			2.3	2.3	2.3	2.3	
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>						
<b>Geometry Goal #3:</b> 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**

## 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

*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
			<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

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

			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total:</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)).

<b>Biology EOC 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. Students scoring at Achievement Level 3 in Biology.</b>			1.1. Students are lacking study skills which hinders critical thinking, problem solving, and goal setting.	1.1. Tutoring; test taking strategies; practice passages that include length and rigor of EOC passages to be read. Strategies will be implemented in science classes; vocabulary/spelling strategies; test taking	1.1. Administration	1.1. Summative and Formative assessments; comprehension checks; classroom walkthroughs; Focus calendars; binder checks	1.1. Diagnostic tests and Comprehension checks
<b>Biology Goal #1:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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

				strategies; use of Cornell notes.			
			1.2. First time taking EOC exam	1.2. Tutoring; test taking strategies; practice passages that include length and rigor of EOC passages to be read	1.2. Administration	1.2. Comprehension checks Walkthroughs	1.2. Teacher assessments Diagnostic results CORE k-12 results
			1.3. Teachers need skills in building differentiated instruction models in their classrooms	1.3. Provide professional development to support differentiated instruction efforts in the classroom to meet the needs of individual students	1.3. Administration	1.3. Informal and formal assessments from teacher; Classroom walkthroughs;	1.3. Classroom walkthroughs from administration Small Team Meetings
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 Biology.</b>			2.1. Students entering high school who are not proficient in reading	2.1. Tutoring; test taking strategies; practice passages that include length and rigor of EOC passages to be read	2.1. Administration	2.1. Comprehension checks Florida Achieves Walkthroughs	2.1. Teacher assessments Diagnostic results CORE k-12 results
<b>Biology Goal #2:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2. First time taking EOC Exam.	2.2. Tutoring; test taking strategies; practice passages that include length and rigor of EOC passages to be read	2.2. Administration	2.2. Comprehension checks Florida Achieves Walkthroughs	2.2. Teacher assessments Diagnostic results CORE k-12 results
			2.3 Science contact is abstract in nature and students need to	2.3 Provide hands on science projects and infuse reading	2.3 Administration	2.3 Comprehension checks and Science diagnostics Classroom Walkthroughs	2.3 Teacher assessments



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

		increase their reading comprehension skills. Students have difficulty with level of complexity of questions they may encounter of EOC	instruction in the science content area.		Lesson Plan Checklists	
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**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

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

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

*End of Science Goals*

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<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>  <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 Civics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.

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

<b>Civics Goal #2:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

**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			

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

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)***

\* 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.

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

<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**

<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

**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>

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

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.

Guiding Questions to Inform the Problem-Solving Process
<ul style="list-style-type: none"> <li>• What career type does the program offer?</li> <li>• How does the program provide career exploration for all students?</li> <li>• What hands-on technical training does the program provide (type 3 programs)?               <ul style="list-style-type: none"> <li>▪ For type 3 programs what industry certifications are offered?</li> <li>▪ How many students earned industry certifications?</li> <li>▪ Is the program a Career and Professional Education (CAPE) Academy?</li> </ul> </li> </ul>

\* 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
<b>1. Career Education Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<i>Enter narrative for the goal in this box.</i>	2012 Current Level :*	2013 Expected Level :*	Person to administer Interest and learning style Inventories.	Students will be enrolled in Choices Program and complete the Learning Styles Inventory and Interest Inventory. Information will be	Guidance Counselor Social Studies Teachers	Guidance Counselor or designee will print student participation reports	Portfolio Review in Choices
	<b>100% of the students will have career/vocati</b>	<b>100% of the students will have career/vocati</b>					

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

	ve class assigned to their schedule, with the exception of students needing Intensive Reading and Intensive Math.	ve class assigned to their schedule, with the exception of students needing Intensive Reading and Intensive Math.		reviewed with students during Student Awareness Meetings (SAMS). Students will spend 30 minutes per week exploring Choices program and completing portfolio during Social Studies classes.			
			1.2. Locating participants for Career Day	1.2. Students participate in Career Day each Semester with a variety of occupations represented.	1.2. Graduation/Career Coach and AP	1.2. Student response to presenters in writing through English class.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Career Education 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

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

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

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

<b>Guiding Questions to Inform the Problem-Solving Process</b>
<ul style="list-style-type: none"> <li>• How does the program deal with transition planning (entry and exit transition)?</li> <li>• How many students successfully transition (e.g., return to school, find employment)?</li> </ul>

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

<b>TRANSITION GOAL(S)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Transition Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<i>Enter narrative for the goal in this box.</i>	2012 Current Level :*	2013 Expected Level :*	Some students are 19 regular education students when leaving the program	Equip student with job skills, certificate, and resume to give them entry level job experience.	Guidance Counselor, Vocation/Career Teachers Administration	Student Schedule	Exit Packets
	<b>100% of the students successfully transitioned back to their home county with appropriate recommendations for education/career.</b>	<b>100% of the students successfully transitioned back to their home county with appropriate recommendations for education/career.</b>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

## Transition Professional Development

Professional Development (PD) aligned with 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

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

			<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 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**

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

- 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.
<b>100% of the students will be in attendance, with the exception of court dates and Dr. visits.</b>	<u>2012 Current Attendance Rate:*</u> <b>100% of the students were in attendance</b>	Students attending court hearings.	Provide make-up work to students upon their return to the facility.	Teachers, Data Processor, Guidance Counselor	Student Portfolios and Grades	Grade Quick, Progress Report
	<u>2013 Expected Attendance Rate:*</u> <b>100% of the students will be in attendance</b>					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u> <b>0</b>					
	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u> <b>0</b>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u> <b>0</b>					
	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u> <b>0</b>					
		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	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for

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

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

**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.
<b>Reading Budget</b>

**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*

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

**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

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