

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: Okeechobee Intensive halfway House	District Name: Okeechobee
Principal: Joseph Entwistle	Superintendent: Ken Kenworthy
SAC Chair: Randy Weigum	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.
Lead Educator	Joseph Entwistle	Degree/Med Counseling Certifications/Guidance Counselor Pk-12. ESE K-12, MGIC, Reading Endorsement	2	4	N/A

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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.
Reading	Darren Hotmire	Reading Endorsement, ESOL Certified	3	1	Last Year: 63% (10 of 16) made gains on the NCE, 85% made gains on the old common assessments

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.
Reading English Social Studies	Darren Hotmire	English 6-12, ESOL K-12, Reading Endorsement, Social Studies 5-9, ESE K-12	3	8	Last Year in reading: 63% (10 of 16) made gains on the NCE, 85% made gains on the old common assessments
Math Science	Michale Wireman	Math 5-9, General Science 5-9, MGIC 5-9, ESE K-12	4	4	Last Year in Math 63% (10 of 16) made gains on NCE, 38% made gains on the old common assessment

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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. Reimburse college tuition for course work teachers must complete to be highly qualified	Jerry Neely	On going	
2. Reimbursement for all certification tests and certification renewals.	Jerry Neely	On going	
3. Salary increases for teachers who obtain highly qualified status in high need areas.	Jerry Neely	On going	
4. New teacher undergo a comprehensive training program to prepare them for working in a DJJ school.	Jerry Neely	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
Michale Wireman Business Class	Complete subject area test for business and update his certificate.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
3	0	1	2	0	2	3	2	0	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
Joseph Entwistle	Darren Hotmire	Lead Teacher Classroom Teacher relationship	Informal/Formal walkthrough observations monthly. Joint review and analysis of data with use of thinking maps to develop tactical and strategic tactical improvements in the classroom setting and instructional delivery.
Joseph Entwistle	Michael Wireman	Lead Teacher Classroom Teacher relationship	Informal/Formal walkthrough observations monthly. Joint review and analysis of data with use of thinking maps to develop tactical and strategic tactical improvements in the classroom setting and instructional delivery.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

***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.

All students reading abilities will be evaluated within 10 school days of entering the program. Students in need of assistance to improve their reading level will receive assistance along with having access to a wide range of vocabulary books. Assistance will be in form of specific coursework designed to improve students' reading as well as structured reading accomplished during regular educational courses, including both vocational and academic courses. It is expected that teachers will provide reading activities in all classes in which students are enrolled in order to help students learn about their subject and to improve their overall reading performance. Teachers with assigned classes other than reading who are not reading endorsed will take at least one reading endorsement course per year until they obtain their reading endorsement. Content area course curriculum will be supplemented with reading comprehension activities using supplemental resources (e.g., edhelper.com). OIHH uses a thematic approach to education and theme activities will be supplemented with internet research activities and supplemental readings. Student reading abilities will be evaluated using New Century Education (NCE), Florida Department of Juvenile Justice Common Assessment, Florida Ready to Work (WIN). NCE and Common Core assessments will be conducted upon entry and exit. FAIR and NCE assessments will be used to conduct progress monitoring. FAIR will be conducted three times during the school year. NCE progress is available continuously and will be checked monthly. Incentives will be provided to students earning progress on NCE.

Formal Components of the Reading Plan: Okeechobee Intensive Halfway House's reading plan is designed to be in accord with Okeechobee County School District's Reading Requirements for all students. Upon entering the OIHH, students are administered New Century Reading Pre-test as well as other required state tests to determine a student's reading proficiency. Other initial screening instruments are also used by teachers to determine a student's proficiency and to adapt instruction accordingly, including the student's prior FCAT reading scores, and other formal and informal teacher assessments. After students have completed the initial reading assessment they are expected to be enrolled continuously in intensive reading if they have not passed FCAT reading at grade levels as outlined in the Okeechobee County Reading Plan. The duration of time per day students are enrolled in intensive reading will be dependent on their fluency levels as indicated on a state or district score.

Overall, it is expected that students will spend at least 90 minutes per day reading in their intensive reading class or other courses. Reading in courses other than intensive reading must be included in teachers' lesson plans in order to document that students are reading 90 minutes every day. Since some students spend the majority of their day enrolled in vocational courses, vocational instructors will also document reading in their classes, which is expected to be at least 45 minutes per day. Vocational instructors will also be provided professional development to improve reading in their classes.

Administrative staff will support teachers' efforts to improve reading at the OIHH and will provide teachers with the curriculum resources endorsed by the district's reading plan used to improve students' reading. Administrative staff will also help monitor students' progress in reading. Student grades, New Century, WIN, and FAIR reading reports will be used as monitoring tools for reading progress.

Teachers will report progress monthly at treatment team meetings. Students not making monthly progress will receive reading goal revisions along with strategies adjusted to help them progress. In addition, the Diagnostic Assessments of Reading (DAR) test will also be available to reading teachers in order to diagnose problems for students that are not making progress.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

**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?

OIHH offers career and vocational training in the Administrative Office Specialist and Building Technology Career Technical Programs. All students are enrolled in courses leading to OCPs and certification. 95 percent of students complete at least one course toward an OCP in one of the previously mentioned career and vocational areas. Additionally, thematic activities include exploratory activities of careers associated with the current theme (e.g. Space theme: space, flight, science careers; Music and the Performing Arts: careers in theater, music, etc.). Florida Ready to Work is incorporated into reading and vocational courses leading to additional industry certification. These programs make explicit connections between academic subjects and the students' futures. Teachers contribute to student's awareness by incorporating real world problems situations into content area classes.

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?

All students meet with a certified guidance counselor within 14 days of enrollment to develop an Individual Academic Plans or Individual Education Plans through a comprehensive evaluation of the student's needs. Student, teacher, and parent input are used in developing IAP/IEPs and all student IAP/IEPs include goals and objectives in career planning. All students use career exploration tools like Bridges.com (Choices), Facts.Org, or employflorida.Com. Students are enrolled and obtain certifications from Florida Ready to Work. All students are enrolled in one or more vocational courses leading to an OCP. Academically, all high school students have a four year graduation plan and take courses required to complete those requirements.

Academic education generally focuses on improvements in reading, mathematics, and writing. Students nonetheless earn high school credits in a wide range of academic courses. Academic teachers also supplement the curriculum with computer-based instruction. All students have access to a computer at least 6 hours per week. Students make use of computers for computer-assisted instruction, conducting research, career inventories, and to learn word processing skills. As mentioned, all students have access to career and vocational training.

OIHH also includes Home Builders Institute which operates a school-within-a-school. Home Builders provides apprenticeship training that focuses on hands-on construction skills, workplace focused math and literacy, employability skills, safety training, and community restoration projects. The graduates qualify for placement in careers in home building construction trades upon their release from the facility. Vocational and academic teachers also collaborate to teach reading and math across the curriculum areas. The academic teachers provide additional assistance in teaching applied vocational mathematics topics specific to the vocation trades.

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.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

As the following link indicates, there is no data available for OIHH on the High School Feedback Report.

<http://data.fldoe.org/readiness/default.cfm>

However, students use New Century Education computer software that provides students with customized curriculum designed to attack student weaknesses, fill gaps, and raise student Math and English skills.

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)).

READING GOALS		Problem-Solving Process to Increase Student Achievement							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1. Percentage of students making learning gains in reading. <u>Reading Goal #1:</u> Note: For 2012 New Century Education (NCE) data is used due to lack of a common core test through-out the schools year. For 2013 students will be tested on both the new Common Assessment and NCE. Students will make gains to		1.1. Students are often 2-3 grade levels behind their peers and lack the vocabulary and reading skills of their peers.	1.1 Remediation using New Century Education's targeted interactive lessons. Small group instruction in intensive reading classes. Heavy emphasis on content area reading instruction.	1.1. Mr. Hotmire	1.1. Monthly reports at individual student treatment team meetings. Gains Reports from new Century and Progress monitoring using FAIR.	1.1. FAIR, New Century, Common Assessment.			
	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>62.5% (10 of 16) made reading gains on New Century. The average grade</td> <td>75% of all students will make gains on the new common assessment. For</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	62.5% (10 of 16) made reading gains on New Century. The average grade	75% of all students will make gains on the new common assessment. For				
2012 Current Level of Performance:*	2013 Expected Level of Performance:*								
62.5% (10 of 16) made reading gains on New Century. The average grade	75% of all students will make gains on the new common assessment. For								

2012-2013 School Improvement Plan Juvenile Justice Education Programs

close the gap between actual and grade level expectations in reading skills during their residence at Okeechobee Intensive Halfway House. During a typical 9 month stay the students will gain 1.5 years or more on their reading grade level. We hope to help students make gains so that they are either on or near grade level for reading when they depart OIHH.	level gain of students making gains (10) was 2.0 years.	New Century, 80% of all students making gains will make gains of 2.0 grade levels or high.					
			1.2. Students are apathetic and do not see the value in performing to their best, especially on the exit test.	1.2. Incentives for monthly gains and for exit testing.	1.2 Mr. Entwistle	1.2 Review of G4S School Report Card as students complete exit testing.	1.2 G4S School Report Card.
			1.3 Students do not perform as well on FCAT as they do on NCE or GED testing. This appears to be due to apathy and the length of the test.	1.3.1 Implement extended lessons once per week in math and reading 1.3.2 Eliminate the FCAT snack and implement snack incentives for time on task and effort during FCAT	1.3.1 Mr. Hotmire & Mr. Wireman 1.3.2 Mr. Entwistle	1.3.1 Review of Lesson Plans 1.3.2 FCAT Results	1.3. Lesson plans/ walkthrough evaluations

<i>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</i>		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Reading Goal #2:</u> N/A.							

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
One Reading Comp course	6 -12	To be determined by district	Mr. Wireman	30 Hours Schedule TBD	Observation of Classroom instruction	Mr. Entwistle
Think Map training	6-12	Entwistle	Wireman, Hotmire	12/12/2012	Observation of Classroom instruction	Mr. Entwistle

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
Reading texts aligned with district core and supplementary approved material	Impact readers and other approved reading materials (including hi/lo books)	Instructional Materials	\$2000
Library books & other reading materials	High interest reading materials for school library, satellite library in dorm, and student check-out	School budget	\$1000
			Subtotal: \$3000
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Focus on needed areas of remediation, such as reading comprehension, inference, and vocabulary	New Century Education Reading license renewal & maintenance	Title I	\$1000
Florida Ready to Work software in reading	Students will work on reading improvement using Florida Ready to Work reading software so that they may earn a industry-recognized work certification.	Software is free of charge	\$0
			Subtotal: \$1000
Professional Development			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Strategy	Description of Resources	Funding Source	Available Amount
Enroll content area teachers in reading courses	State, district, and IRSC reading classes	Professional Development Budget	\$300
New Century and Florida Ready to Work Training	Training hours purchased through NCE. State provided training on WIN.	Title 1	\$500
			Subtotal: \$1300
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total: \$4800

End of Reading Goals

Mathematics Goals

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

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

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

MATHEMATICS GOALS	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Percentage of students making learning gains in mathematics. <u>Mathematics Goal #1:</u> Students will be expected to make gains to close the gap	1.1 Many of OIHH students have had poor attendance and have skill gaps in basic skills (multiplication) or precursor skills like working with fractions or decimals..	1.1.. Use New Century and supplement with small group study to remediate on basic skills while teaching Algebra 1 and Geometry EOC content, particularly for those students seeking a standard diploma.	1.1. Mr. Wireman	1.1. Monthly reports at Formal Educational Treatment team meetings detailing student progress in mathematics.	1.1. New Century Education gains reports in mathematics as well as New Century Education post-test in mathematics.
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>between actual and grade level expectations in mathematical knowledge and skills. During a youth's residence at OIHH, which typically last 9 months, we expect a 1.5 grade level increase. We hope to help students make gains so that they are either on or near grade level for math.</p>	<p>Using New Century education 63% (10 of 16) students made gains (goal was 80%). The average gain was 1.3 grade levels (goal was 1.5)</p>	<p>80% of students testing on the new common assessment will make gains. 80% testing on New Century will make gains of 1.5 or more grade levels.</p>					
		<p>1.2 Many OIHH students work toward GEDs. These students typically are not motivated to pass the Pre/posttests or EOCs since the GED does not require passing it.</p>	<p>1.2. Use progress incentives with New Century Education and supplement with individual tutoring.</p>	<p>1.2. Mr. Wireman</p>	<p>1.2. Evaluation of students' progress on the EOC exams as well as the GED math exams.</p>	<p>1.2. EOC and GED scores compared to progress data.</p>	
		<p>1.3. Students are typically unfamiliar with the kind of math problems they will face in the world of work.</p>	<p>1.3. Supplement instruction with WIN software. Also include real world math problems in vocational classes.</p>	<p>1.3. Mr. Wireman</p>	<p>1.3. WIN gains reports as well as WIN pre/post data. Vocational Instructor feedback.</p>	<p>1.3. Florida Ready to work Certifications issued.</p>	

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra.			<p>1.3. Students have had poor attendance and have skill gaps in basic skills</p>	<p>1.1. Use New Century to fill gaps and focus classroom instruction on Linear Algebra</p>	<p>1.1. Mr. Wireman</p>	<p>1.1. NCE Gains / 28 day treatment team progress evaluations and practice test results</p>	<p>1.1. EOC scores</p>
<p>Algebra Goal #1: Algebra 1 is the primary math course required by our population which consists of mostly 8th graders or higher level students who have previously failed the Algebra one course.</p>	<p><u>2012 Current Level of Performance:*</u> 14% (1 of 7) earned a level 3. 29% earned level 1.</p>	<p><u>2013 Expected Level of Performance:*</u> 50% or higher level 3 passing rate on the Algebra 1 EOC. No level 1 scores.</p>					
			<p>1.3. Students do not have good test taking skills</p>	<p>1.3. Use released tests in “prep” classes</p>	<p>1.3. Mr. Wireman</p>	<p>1.3. Student progress. Successively improve practice test resultss.</p>	<p>1.3. EOC scores</p>
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

2012-2013 School Improvement Plan Juvenile Justice Education Programs

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			2.1. No students have scored greater than a 3.	2.1. Use peer to peer teaching from students in more advanced classes.	2.1.. Mr. Wireman	2.1. Students demonstrating success will be given supplemental activities assisted by more advanced students while the math teacher focuses on struggling students.	2.1. EOC scores	
Algebra Goal #2: Algebra 1 is the primary math course required by our population which consists of mostly 8, 9 th graders or higher level students who have previously failed the Algebra one course.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	0 Percent (0 of 7) scored over a 3.	One or more students (10%) will score 4 or 5 on the EOC.						
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011							
Algebra Goal #3: N/A.								

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. Students scoring at Achievement Level 3 in Geometry.			1.1. Students requiring the geometry EOC at OIHH either completed some or their entire Geometry course at another school and most likely had attendance gaps causing them to miss valuable information.	1.1. Students will be given diagnostic testing and individual academic prescription based on their pretest results.	1.1. Michael Wireman	1.1. Monthly Review of Progress	1.1. File review
Geometry Goal #1: Geometry is rarely completed at OIHH due to enrollment demographics (age, grade) and academic progression, and length of stay less than 9 months. Most of our students get stuck in Algebra 1. In the future it is likely we will have some students in Geometry or who have failed their initial Geometry EOC. Students will be given diagnostic testing and individual academic prescription based on their pretest results.	<u>2012 Current Level of Performance:*</u> No (0) students required / tested for the Geometry EOC.	<u>2013 Expected Level of Performance:*</u> One or two students may test next year.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
New Century Training	6-12	Provided by NCE	Michael Wireman	TBD	Monitoring interim and exit gains	Mr. Entwistle

End of Geometry EOC Goals

Mathematics Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal: \$0

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Annual New Century Licenses	12 month license	Title 1	\$2700
			Subtotal: \$2700
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
New Century and Florida Ready to Work Training	Training hours purchased through NCE. State provided training on WIN.	Title 1	\$500
			Subtotal: \$500
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives for Gains	Edible incentives	Budget	\$500
			Grand Total: \$3200

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology Goal #1: N/A.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Science Professional Development

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

Science Budget (Insert rows as needed)

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

End of Science Goals

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1. We have never offered the course before. Also, middle students in OIHH tend to be far behind their peer group. They see school as hopeless and plan on getting a GED.	1.1. We have ordered the same texts to be used by the county and we have a teacher with the proper certifications to teach the class. We will include guidance in our intake sessions to make explicit how important this class is for progression.	1.1. Mr. Hotmire	1.1. Review of progress for students enrolled every 2 weeks for treatment teams (formal/informal)	1.1. Teacher observation
Civics Goal #1: All Middle School students are required to take the EOC to be promoted to high school. Following the district lead we will offer Civics to 7 th grade students.	2012 Current Level of Performance:* We have not offered civics prior to this year for 0.	2013 Expected Level of Performance:* We anticipate 6 7 th grades per year, we expect 100 percent passing 7/7.					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
<u>Civics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Purchased the 2012 Florida Civics Textbook	6 texts, teacher edition, workbooks	Curriculum budget	\$600
			Subtotal: \$600
Technology			
Strategy	Description of Resources	Funding Source	Amount
Online resources available from the textbook provider	Florida teacher Lesson Center	Included in textbook pricing	\$0
			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$600

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
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: N/A. To be implanted in 13-14 SY.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

U.S. History Professional Development

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

End of U.S. History Goals

Career Education Goals

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

* 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
1. Career Education Goal							
OIHH is a type 2 career program with training in building technology and administrative office specialist. All OIHH students are enrolled in a Career Technical Program.	2012 Current Level :*	2013 Expected Level :*	1.1. Students must complete 2 semesters to earn an OCP. In a 6 – 9 month program students often leave after one semester. HBI programs need at least 6 months to fill the requirements of the pre-apprentice certificate.	1.1. Timely evaluation of transcripts and placement in the appropriate CTE courses	1.1. Mr. Entwistle	1.1. Track OCP points and certifications issued	1.1. Program Report Card
	Last year HBI issued pre-apprentice certificates to 11 of 16 graduates (69%)	In addition to HBI pre-apprentice certifications we will track and issue certificates for Occupational Points (OCPS) earned in Career and Technical programs. 90% of students will leave with an OCP or HBI certificate.					
				1.2. Students are not aware and do not understand the value of a Ready to Work Certificate. Also, while students are using the WIN training software, OIHH is waiting to be designated a test center.	1.2. Follow up with DJJ and WIN on OIHH testing center. Explain the Ready to Work Program to Students on Intake. Incorporate WIN software as appropriate in Reading and math courses.	1.2. Mr. Entwistle	1.2. Review of common assessment and WIN test results
			1.3.	1.3.	1.3.	1.3.	1.3.

**2012-2013 School Improvement Plan Juvenile Justice Education Programs
Career Education Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training on Common Assessment	6 - 12	DOE Webinar	Mr. Entwistle, Ms. Kenty, Mr. Wireman	August 2012	Monitor student testing and test results	School Report Card
Training on Ready to Work testing procedures	6 - 12	Pending/WIN	Mr. Wireman, Mr. Entwistle	TBD	Implementation on to-do list	To do list

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
Ready to Work Test Center	WIN Certification Tests on-line	Provided by DJJ	No Cost
			Subtotal: \$0
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Completion of Business Learning lab	Build Counters, install computers	Local Budget	\$1500
			Subtotal: \$1500
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training on Common Assessment	Webinar	No cost	
Training on WIN Certification tests	TBD	No Cost	
Business Certification and Update of Teacher Certificate	FLDOE Test and Certification	\$300	
			Subtotal: \$300
Other			
Strategy	Description of Resources	Funding Source	Available Amount

2012-2013 School Improvement Plan Juvenile Justice Education Programs

			Grand Total: \$1800

End of Career Education Goal(s)

Transition Goal(s)

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

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

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

TRANSITION GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Transition Goal							
All students are expected to have a transition plan in place prior to exiting the program that identifies next school placement and/or recommended places of employment and long term educational goals. This year we expect to help each student build and maintain a transition portfolio with sample employment applications, samples of their work, etc.	2012 Current Level :*	2013 Expected Level :*	1.1. Students tend to throw away anything program related when they walk out the gate. Often what doesn't get thrown away becomes lost.	1.1. Provide the students a resource and teach them how to use it.	1.1. Mr. Wireman	1.1. Reviews of transition, exit conference reports. Evaluation of student portfolios.	1.1. Transition plans; Student portfolios; phone calls to follow-up on Student's successful reentry to their home communities.
	100% of students completing the program had a transition plan identifying education and employment procedures and goals...	100% of students completing the program will have a portfolio containing a transition plan and an employment portfolio required to meet their education and employment needs.		1.3. Students have no form of identification and limited transportation	1.2. Completion of ADAPT will allow the students to take their learners permit test.	1.2. Mr. Wireman	1.2. Monitor the number of students who either take the ADAPT course or receive

2012-2013 School Improvement Plan Juvenile Justice Education Programs

					the birth certificate	up on Student's successful reentry to their home communities.
		1.4.				
		1.5.				

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
District guidance Meetings	6-12	Okeechobee county	Joseph Entwistle	1 st Friday of every month	Disseminate information in Weekly Teacher Meetings	Joseph Entwistle

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
Provide students job hunting portfolios	Binders, paper, printing	General Budget/Title 1	\$500
			Subtotal: \$500
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize internet to access ADAPT Exam	Laptop and Desktop Computers with Insight and Deep Freeze Software	General Budget	\$0 (Purchased in 2011)
Utilize FLVS to Drivers Ed	Laptop and Desktop Computers with Insight and Deep Freeze Software	General Budget	\$0 (Purchased in 2011)
			Subtotal:

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Guidance Counselor attends district meetings	District meeting lead by District Guidance Personnel	Professional Development	No cost.
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total: \$500

End of Transition Goal(s)

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

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

Guiding Questions to Inform the Problem-Solving Process
<ul style="list-style-type: none"> ▪ What was the attendance rate for 2011-2012? ▪ How many students had excessive absences (10 or more) during the 2011-2012 school year? ▪ What are the anticipated barriers to decreasing the number of students with excessive absences? ▪ What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2012-2013? ▪ How many students had excessive tardies (10 or more) during the 2011-2012 school year? ▪ What are the anticipated barriers to decreasing the number of students with excessive tardies? ▪ What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2012-2013?

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

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
1. Attendance Goal # 1			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>	<u>2013 Expected Attendance Rate:*</u>					
	<i>Enter numerical data</i>	<i>Enter numerical data</i>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

N/A	<i>for current attendance rate in this box.</i>	<i>for expected attendance rate in this box.</i>					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	<i>Enter numerical data for current number of absences in this box.</i>	<i>Enter numerical data for expected number of absences in this box.</i>					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
<i>Please note that each Strategy does not require a professional development or PLC activity.</i>						
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)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Technology			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

End of Attendance Goals

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$4800
Mathematics Budget	Total: \$3200
Science Budget	Total: \$0
Civics Budget	Total: \$600
U.S. History Budget	Total: \$0
Career Budget	Total: \$1800
Transition Budget	Total: \$500
Attendance Budget	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Total: \$0
Grand Total: \$10,900

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting “Yes” or “No” below.

X Yes

No

If No, describe measures being taken to comply with SAC requirement.

Describe projected use of SAC funds.	Amount

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

The SAC will review the school improvement plan, monitor its implementation, review, amend, and approve the 2011-2012 budget along with reviewing educational progress and policy changes over the school year.