FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
for Juvenile Justice Education Programs

2012–2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Martin Girls Academy	District Name: Martin
Lead Educator: Grace Parrish	Superintendent: Nancy Kline
SAC Chair: William Connolly	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	Grace Parrish	B.S. Exceptional Student Education Certified: ESE/VE, ESE/SLD, MGIC, ESOL endorsed, Elem. Ed K-6	1	1	N/A – WIN common assessment introduced July 2012

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Instructional Coaches

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

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

Effective and Highly Effective Teachers

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Teacher	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Reading, English, Social Studies	Allison Ryan	ESE K-12, Reading Endorsement, Masters in Reading	Less than 1	5	N/A – Baseline year for this teacher at Martin Girls Academy.
Math, Science, Business Education	Deborah Fritz	General Science 5-9, Math 5-9, Elementary Education K-6, Middle Grades Integrated Curriculum 5-9	1	10	During her baseline year at Martin Girls Academy, 2 students received diplomas and/or GEDs out of 24 students who exited the program with a GED passing rate of 25%. No common assessment data in math was gathered this year due to unavailability of the past instrument.

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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. 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
0%	N/A

Staff Demographics

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

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

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Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
3	0% (0)	33% (1)	67% (2)	0% (0)	67% (2)	100% (3)	33% (1)	0% (0)	33% (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
Grace Parrish	Allison Ryan	Small Staff – Lead Teacher with Classroom Teacher	Biweekly classroom walkthroughs and coaching using 4 domains of evaluation, Review of classroom data and
Grace Parrish	Deborah Fritz	Small Staff – Lead Teacher with Classroom Teacher	Biweekly classroom walkthroughs and coaching using 4 domains of evaluation, Review of classroom data and

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.

Within 10 days of a student's entry into the educational program at MGA, she will be assessed by instruments such as the WRAT3, the FAIR, the CBM Writing (to facilitate an integrated approach into Language Arts), and possibly other instruments as deemed necessary by the classroom teacher or lead educator. Once entry testing and other needs have been assessed, the lead educator will collaborate with the student's classroom teachers to determine the best individualized instructional approaches to use with the student. Teachers will use resources provided by the Florida Department of Education such as the CPALMS standards and course information system to create instructional activities where the 5 primary areas of reading (phonemic awareness, phonics, fluency, comprehension, and vocabulary) are addressed though the curriculum and content areas. Teachers will also utilize standards from the Common Core in the content area to integrate instruction. They will document how they are integrating reading strategy instruction into their lesson plans. In addition to strategic instruction by the classroom teacher, the school paraprofessional will focus on the lower quartile of the student population to not only reinforce classroom lessons, but provide the students with reading activities including, but not limited to modeled reading, fluency, and comprehension. Reading class will be blocked with a Language Arts course for an integrated approach that not only meets the 90 minute mandate, but also adds 14 daily minutes of integrated reading and language arts instruction. The Brigance will also be available to teachers who want additional research-based progress monitoring for certain students.

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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?

Educators at MGA focus on real-world applications to instructional content to facilitate buy-in to the instruction by the students. Teachers plan lessons with a wide range of student needs in mind, such as students who are pursuing a Regular High School diploma and those that are seeking a GED. MGA also offers a Career and Technical Education Program where students can earn Occupational Completion Points toward the Administrative Assistant program, as well as preparing students for the Certiport test to become a Certified Microsoft Office Specialist. MGA is also introducing the SafeStaff program to enhance the curriculum and give students the opportunity leave the program career-ready as Florida State Certified Food handlers.

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?

The majority of our students enter MGA at least 16 years of age and at least two grade levels behind their Kindergarten cohort. As a result, career planning is a crucial part of the MGA educational program. Upon entry, the Lead Educator determines student needs and career interest. Then a collaborative process between the student and staff is initiated in helping the student identify an attainable career goal and what steps are needed for the student to reach that goal. The student then creates a plan (with the assistance of the lead educator and teachers) on how to meet her career goals, and what sort of diploma options would be appropriate for her chosen career. Additional 1:1 guidance is provided by the classroom paraprofessional through the use of the Florida Bridges program, with relevant goals documented in the student's Individualized Education Plan or Individual Academic plan. Student courses and curriculum are discussed with the student and the most appropriate courses for the student's short and long term goals are selected by the student and Lead Educator. The teachers are encouraged to use student career goals to drive their instruction, formally and informally.

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.

No data is available at this time for MGA on the High School Feedback report: http://data.fldoe.org/readiness/default.cfm. Presently, teachers use results from the Martin County School Board Benchmark Assessments to guide instruction. In addition to that, students who are planning on returning to a regular public high school are given intensive instruction and guidance to ease the transitional process. Students will also be using resources such as flchoices.org to create a portfolio for postsecondary education planning, when applicable. After release, MGA staff follows up with the student and her family to see what sort of success she has experienced upon return to the community and a follow-up call interview form is completed and kept on file. Students who qualify are provided assistance with completing scholarship applications and the Free Application for Federal Student Aid.

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.

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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. Reading Goal #1: During the standard 9 month stay at Martin Girls Academy, at least 80% (24) of our enrolled students will make learning gains as measured by a lexile increase of at least 100 points on the FAIR entry and exit test.	2012 Current Level of Performance:* In the previous school year, 67% (20)of students made learning gains on the FAIR	2013 Expected Level of Performance:* 80% (24) of students will increase their lexile by 100 by the end of their stay.	1.1. Many of our students demonstrate test-anxiety and noncompliant behavior, yielding inaccurate or invalid testing scores.	1.1. Teachers will give students more incentives for increasing performance during standardized testing sessions, as in the FAIR	1.1. Classroom Teachers, Lead Teacher	1.1. Monitoring student gains after each assessment period for the FAIR	1.1. FAIR test, classroom tests and observations
			1.2 The majority of students who enroll in our program have significant gaps in their education and have missed a great deal of school, and are thus one or more grade levels behind their cohort.	1.2. Teachers will employ a variety of instructional techniques, such as individualized instruction, computer based instruction, scaffolded learning, and strategic instruction that targets student weaknesses. Teachers will continuously monitor students to assess progress and make changes based on student performance.	1.2. Reading Teacher, Content area teachers	1.2. Teachers will report student progress towards reading goals and interventions used on a monthly basis.	1.2. Teacher Tests, Teacher Observation, Standardized Tests,
			1.3 Wide range of student abilities and age groups in one class. The teacher	1.3. Incorporate a Paraprofessional into the classroom on a daily basis for at least 50% of reading	1.3. Reading Teacher Paraprofessional	1.3. Continued monitoring of student progress through teacher tests and the FAIR	1.3. FAIR assessments, teacher tests

		will be instructing students who range from primary reading level to students who are preparing for college.	instructional time. The teacher and paraprofessional will collaborate to set up small group activities and 1:1 instruction for students in the red/high risk category.			

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** No Data Available	No Baseline WIN assessment data available					
Reading Goal #2: 80% (24) of MGA students will increase their level score by at least 1 based on the WIN Reading Entry and Exit assessment.							

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
Read 180 Training	6-12	TBD	Allison Ryan, Reading Teacher	When course is offered by district	Reading teacher will report to Lead Teacher progress in course	Reading Teacher Lead Teacher
Data Monitoring Training	6-12	Grace Parrish	All Faculty	Integrated into weekly faculty meetings	Monitoring Lesson plans for incorporating strategies, classroom walk-throughs	Lead Teacher
Reading Strategies in the Content Area training	6-12	Grace Parrish	All Faculty	Integrated into weekly faculty meetings	Monitoring Lesson plans for incorporating strategies, classroom walk-throughs	Lead Teacher
Training in use of WIN Math Curriculum	6-12	WIN, DJJ	All Faculty	As they are offered	Review lesson plans and classroom walk-throughs after training	

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 and supplementary approved material	Impact readers and other approved reading materials	Received as donation	n/a
Instructional Materials	District approved texts for Language Arts and Social Studies	Instructional Materials	2,000
Library books & other reading materials	High interest reading materials for school library, satellite library in dorm, and student check-out	Received as donation	n/a
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Research-based instruction	Read 180 for lower 50% of students, 15 seats available	Funded through district	Funded through district
Projector technology for clearer presentation of concepts	Document camera and projection equipment	Title 1	500
WIN Reading Curriculum	Individualized curriculum on Reading	DJJ	N/A
Focus on needed areas of remediation, such as reading comprehension, inference, and vocabulary	Purchase of New Century Education Reading	Title 1	20,000
			Subtotal: $22,500
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Teacher to upgrade from temporary certification in Reading to Professional Certification	FTCE testing and completing final courses toward professional certification	N/A	N/A
Florida Ready to Work Reading	Training provided through DJJ	DJJ universal	N/A
			Subtotal:$0
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total: $22,500

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

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

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

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Percentage of students making learning gains in mathematics. Mathematics Goal #1: During the standard 9 month stay at Martin Girls Academy, at least 80% (24) of our enrolled students will make learning gains as measured by an increase of at least 1 in scale score from the entry to the exit WIN Math	2012 Current Level of Performance:* No Baseline WIN data available	2013 Expected Level of Performance:* 80% (24) of students will increase by 1 scale score or more.	1.1. Students often enter MGA with a long history of truancy and thus have regressed significantly in the area of math, a subject that builds on itself. Significant gaps in basic mathematical skills (addition, subtraction, multiplication, division, fractions, decimals, percentages, etc) make it difficult for a student to master advanced concepts in Algebra and Geometry, which is the standard expectation for High School Students	1.1.Teacher will provide an integrated approach to math with frequent review of basic math skills in addition to instruction in the content area. The teacher will also utilize the WIN curriculum to supplement math instruction. In addition to that, paraprofessional will be available in math class at least 50% off the time to assist with small groups and 1:1 instruction.	1.1. Math Teacher, Paraprofessional	1.1. Teachers will report student progress on math goals on a monthly basis through treatment team reports. Through this process, teachers will evaluate the effectiveness of the strategy.	1.1. Teacher observation, teacher created tests, entry and exit testing
			1.2…Most standardized assessments such as the FCAT, EOC, GED, and WIN require not only computative skills, but the student must possess sharp reading	1.2. Math Teacher will provide instruction in reading strategies integrated into the math curriculum and will assist the students with comprehension skills within the context of a multi-step	1.2. Math Teacher and Reading Teacher	1.2. Teachers will evaluate student progress by comparing scores on tests involving word problems and document interventions provided on monthly treatment team meetings.	1.2. Teacher tests, standardized tests, WIN math

		comprehension skills to reason through the problems. This is a struggle for many of our students, who enter our school with significant deficits in reading comprehension.	word problem buy using strategies such as thinking maps and webs. Reading teacher will supplement this instruction with use of thinking maps and comprehension strategies in the reading classroom.			
		1.3…Many of our students arrive with little ability for abstract reasoning, which is necessary for learning algebraic problem solving.	1.3. Teacher will provide scaffolding to students who struggle with abstract reasoning by initially providing concrete representations for problem solving and moving towards abstraction as the student is ready	1.3. Math Teacher	1.3. Document scaffolding as needed in lesson plans and monitor student progress in understanding concepts in monthly treatment team reports.	1.3. Anecdotal notes, lesson plans, teacher tests.

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

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra.	1.1. Math is a sequential subject, and	1.1. Integrated approach remediating skill gaps with	1.1. Math Teacher	1.1. Teacher will monitor student learning gains on a	1.1. Classroom assessments, Benchmark

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Algebra Goal #1: MGA will increase the number of students who pass the Algebra 1 EOC to 75% (3 of 4) or higher. Not all students at MGA are enrolled in the final half of Algebra 1 or Algebra 1B, therefore not all of our population take the EOC.	2012 Current Level of Performance:* 25% (1 of 4) of MGA students who took the Algebra 1 EOC in the 2011-2012 school year passed.	2013 Expected Level of Performance:* 75% (2 of 4) of MGA students who take the Algebra 1 EOC will pass with a level 3 or higher.	many MGA students enter the school with significant gaps in basic skills, which significantly hinders their ability to learn algebraic concepts	basic skills and introducing algebraic concepts. Additional support in math class provided by classroom paraprofessional. Most students will be enrolled in Algebra 1A and 1B to allow time for remediation to take place during their 9-12 month stay. Teacher will also use Benchmark Tests to drive instruction.		daily basis to be reported during monthly formal treatment team meetings, Student gains on Benchmark Testing will be monitored and tracked.	tests
			1.2…Weak reading comprehension skills hinder student achievement on EOC word problems.	1.2. Math Teacher will provide instruction in reading strategies integrated into the math curriculum and will assist the students with comprehension skills within the context of a multi-step word problem buy using strategies such as thinking maps and webs. Reading teacher will supplement this instruction with use of thinking maps and comprehension strategies in the reading classroom.	1.2. Math Teacher and Reading Teacher	1.2. Teachers will evaluate student progress by comparing scores on tests involving word problems and document interventions provided on monthly treatment team meetings.	1.2. Teacher tests, standardized tests, WIN math
			1.3…Students struggle with abstract reasoning, which is necessary for learning algebraic problem solving.	1.3. Teacher will provide scaffolding to students who struggle with abstract reasoning by initially providing concrete representations for problem solving and moving towards abstraction as the student is ready	1.3. Math Teacher	1.3. Document scaffolding as needed in lesson plans and monitor student progress in understanding concepts in monthly treatment team reports.	1.3. Anecdotal notes, lesson plans, teacher tests.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			2.1. No students at MGA have scored any greater than a 3 on the Algebra 1 EOC.	2.1. Small group instruction geared at higher achievers in Algebra who do not need the intensive remediation that is needed by the majority of our students.	2.1. Math Teacher, classroom paraprofessional	2.1. Intensive monitoring of student progress through the use of benchmark testing and WIN curriculum	2.1. Classroom assessments, benchmark testing, WIN Curriculum
Algebra Goal #2: 25% (1 of 4) of the students who pass the Algebra 1 EOC at MGA will earn a score of 4 or 5.	2012 Current Level of Performance:* 0% (0) of students earned a 4 or 5 on the Algebra EOC	2013 Expected Level of Performance:* 25% (1 of 4)of students who pass the EOC will earn a score of 4 or 5					

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
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1: Most students at MGA do not take the Geometry EOC due to the fact that they first need to complete their credit in Algebra. We anticipate only a handful of students taking the EOC for the 2012-2013 school year.	2012 Current Level of Performance:* No students took the Geometry EOC during the 2012-2013 school year	2013 Expected Level of Performance:* 67% (2 of 3) of the students who take the Geometry EOC will pass with a level of 3 or higher.	1.1. Students who have completed their Algebra and Geometry course work often have significant gaps in attendance and have had frequent transfers to multiple schools.	1.1. Use of peer tutoring, small group instruction, and the WIN curriculum to help fill in any gaps. Placement of students in Informal Geometry course to help aid in remediation prior to taking Geometry EOC	1.1. Math Teacher, Lead Teacher	1.1. Teacher will monitor student learning gains on a daily basis to be reported during monthly formal treatment team meetings, Student gains on Benchmark Testing will be monitored and tracked.	1.1. Classroom assessments, Benchmark tests
			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	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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Geometry Goal #3: N/A							

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
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
Data Monitoring Training	6-12	Grace Parrish	All Faculty	Integrated into weekly faculty meetings	Monitoring Lesson plans for incorporating strategies, classroom walk-throughs	Lead Teacher
Reading Strategies in the Content Area training	6-12	Grace Parrish	All Faculty	Integrated into weekly faculty meetings	Monitoring Lesson plans for incorporating strategies, classroom walk-throughs	Lead Teacher

Training in use of WIN Math Curriculum	6-12	WIN, DJJ	All Faculty	As they are offered	Review lesson plans and classroom walk-throughs after training	Lead Teacher

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:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
WIN Math Curriculum	Individualized curriculum on Math	DJJ	N/A
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives for Learning Gains	Classroom incentives for performance	Budget	$400
			Grand Total: $400

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
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. Most of our students are pursuing a GED and do not have the incentive to pass the EOC.	1.1. Offer students incentives for passing the EOC, as well as have them track their gains in the area of Biology through use of the School Board Benchmark tests.	1.1. Science Teacher	1.1. Monthly review of progress through treatment team meetings	1.1. Classroom assessments, Benchmark tests
Biology Goal #1: Most of our students are enrolled in an Integrated Science course due to gaps in learning, so very few of our students will take the Biology EOC.	2012 Current Level of Performance:* No students took the Biology EOC in the 2011-2012 school year	2013 Expected Level of Performance:* 50% (1 of 2)of students who take the Biology EOC will receive a passing score.					
			1.2. Gaps in Math and Reading skills hinder progress on the Biology EOC.	1.2. Reading and Math instruction integrated throughout the curriculum, school wide	1.2. All Faculty	1.2. Monthly review of progress through treatment team meetings	1.2. Instructional strategies documented on teacher lesson plans
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
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:
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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: N/A – To be implemented in the 2014-2015 school year	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.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2:	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

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)

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 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 implemented in	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

the 2013-2014 school 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 U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2:	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

U.S. History Professional Development

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

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

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

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

End of U.S. History Goals

Career Education Goals

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

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

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

CAREER EDUCATION GOAL(S)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Career Education Goal	1.1. We presently do not	1.1. Research ways to	1.1. Lead Teacher,	1.1. Monthly review and update	1.1. Receipt of Certiport

At least 50% (15) of our students will exit the program with industry certifications in Microsoft and/or SafeStaff	2012 Current Level :*	2013 Expected Level :*	have access to Certiport testing and most students are unable to leave the facility without restraints.	procure Certiport testing licenses.	G4S Educational Leadership Team	of progress toward obtaining licenses and ascertaining what needs to be done to move forward in the process.	testing licenses, program report card
	Baseline year, we were in the process of setting up certifications for Certiport and SafeStaff	At least 50% (15) of our students will exit the program with industry certifications in Microsoft and/or SafeStaff					
			1.2 There is no training program in place to give students certification with SafeStaff as food handlers.	1.2. Send paraprofessional to receive certification as a SafeStaff instructor by the Florida Restaurant Association	1.2. Paraprofessional, Lead Teacher	1.2. Monthly review and update of progress toward certification and ascertaining what needs to be done to move forward in the process.	1.2. Receipt of certification, program report card
			1.3...Present classroom teacher has less than two years of computer education experience	1.3. classroom teacher attend training in technology education as the are offered by the school board	1.3. Business Education Teacher, Lead Teacher	1.3. Monthly review and update of what trainings are available.	1.3. Completion of training and integration of skills learned into lesson plans.

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
Teacher Training in Technology Education	6-12	School District	Business Education Teacher	As they are made available	Monthly review of school board offerings	Business Education teacher, Lead Teacher
Paraprofessional Testing in SafeStaff	Ages 16 and up	Florida Restaurant Association	Classroom Paraprofessional	9/6/12	Monthly review of student progress in course and number of certificates awarded	Paraprofessional, Lead Teacher
Training on Florida Ready to Work Credentials	6-12	WIN, DJJ	All Faculty	As it is offered	Review lesson plans and classroom walk-throughs after training	Lead Teacher

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)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Strategy	Description of Resources	Funding Source	Available Amount
Ready to Work Testing Center	WIN Ready to Work Credential Testing for student exit portfolios	DJJ	No Cost
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Additional Transition Lab for transitional activities and working towards earning certiport certification	Extra computers and networking equipment	Federal Grant	Based on Grant Funds
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training on WIN Assessment	Webinar	No cost	N/A
Updating Teacher certification to add Business Education 9-12	FTCE Business Education 9-12	Professional Development	$300
			Subtotal: $300
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total: $300

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
• 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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Transition Goal Upon exiting the program, 100% (30) of students will have a clear transitional plan, and at least 95% (29) will have a plan with clear steps toward completing their education and their desired career.	2012 Current Level :* In the 2011-2012 school year, 100% (30) students left the facility with Educational Exit/Transition packets	2013 Expected Level :* In addition to the 100% (30) leaving our facility with Exit/Transition Plans, 95% (28) will have clearly articulated career plans and goals as evidenced by a written essay that is part of their portfolio.	1.1. Students do not see value in exit packets and paperwork provided by school, and are preoccupied with other things after their release.	1.1. Have the students assist in creation of their exit portfolios during career searching/transitional 1:1 time with the paraprofessional as they update their information on Bridges.	1.1. Classroom Paraprofessional, Lead Teacher	1.1. Copies of exit portfolios to be placed in student files with documentation of time spent with student updating portfolio.	1.1. Logs of updates
			1.2. Entry transition activities such as Testing and needs assessment by the Lead Teacher is often a hurried process due to the many tasks to be achieved. It is also difficult for the students to work on career exploration activities during the busy Business Education class.	1.2. It would be within the scope of best practice for the Lead Teacher to spend more time with goal setting and career advising 1:1 with the youth. With proper training and guidance, the Paraprofessional can administer the initial entry tests, freeing up the Lead Educator to spend more time with the youth providing guidance. In addition to that, the paraprofessional can be utilized to help students work through the many resources available in the Bridges program.	1.2. Paraprofessional, Lead Educator	1.2. More thorough records and relevant information presented in needs assessment, more student involvement and buy-in with creation of IAPs and IEPs.	1.2. Anecdotal Notes, Lead Educator Observation
			1.1. Many of our students arrive at our program with few positive and attainable goals for their future. They often have low self-esteems and little vision of what they can achieve with their own individual abilities.	1.1. Provide a positive environment where students can freely explore all the career options available to them. Collaborate with facility therapeutic services to encourage student to meet their potential.	1.1. Lead Teacher, Paraprofessional	1.1. Monitor student progress toward creating cohesive career goals. Students will compose various essays throughout their stay documenting their progress toward setting career goals	1.1. Student work samples

Transition Professional Development

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Webinars for Academic and Career Advisement	6-12	FLDOE personnell	Lead Educator	As they are offered by DOE	Review of Procedures	Lead Educator
Webinars for Choices/Bridges Program	6-12	Bridges Facilitators	All Faculty	As they are offered	File Review	Lead Educator

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
Student created transitional portfolios	Binders, paper, ink	General Budget	$500
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Bridges Program	Career assessments and guidance	Covered by State	No cost
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Attending Guidance and ESE Meetings provided by school board	Meetings led by ESE department and Student Services	Covered in contract	No additional costs
			Subtotal:
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
▪ 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 N/A – Residential Facility	2012 Current Attendance Rate:* 2012 Current Number of Students with Excessive Absences (10 or more) 2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Attendance Rate:* 2013 Expected Number of Students with Excessive Absences (10 or more) 2013 Expected Number of Students with Excessive Tardies (10 or more)	1.1.	1.1.	1.1.	1.1.	1.1.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Attendance Professional Development

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

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
			Subtotal:
Technology			
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: $22,500
Mathematics Budget
Total: $400
Science Budget
Total: 0
Civics Budget
Total: 0
U.S. History Budget
Total: 0
Career Budget
Total: $300
Transition Budget
Total: $500
Attendance Budget
Total:
Grand Total: $23,700

School Advisory Council

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

☒ Yes   ☐No

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

Describe projected use of SAC funds.	Amount
N/A	

Describe the activities of the School Advisory Council for the upcoming year.
The SAC counsel meets 3-4 times a year and consists of Facility professionals, students, and members of the community,