

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: EWES: Eckerd Youth Challenge Program	District Name: Pinellas County
Principal: Edie Flores	Superintendent:
SAC Chair: Keith Philipson	Date of School Board Approval:

Student Achievement Data:

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Principal	Edie Flores	B.S. Education	1	2	No school grades calculated/No AYP data calculated
Lead Educator					

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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.
Reading/ Literacy	Linda Damsky	Certified TESOL, Chinese, Reading Endorsed	8	8	No school grades calculated/No AYP data calculated
Math	Lou Pekrul	BS, Math 5-9, Elementary Ed 1-6, Psychology 6-12	3	3	No school grades calculated/No AYP data calculated

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.
Math Reading, Social Studies	John Zubeck	Bachelors of Art majoring in Russian and Economics Professional Certificate: Social Science 6-1	3	15	This school does not calculate AYP data. However, teacher effectiveness is determined through a pre/post test using the Woodcock Johnson Test of Achievement. From August 1, 2011 until July 31, 2012 sixty-seven percent (67%) of students averaged reading gains. The average reading gains as measured by the WJIII was 2.3 grade level equivalencies. In math, seventy three percent (73%) of students made gains. The average math

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					gains were 2.5 grade level equivalencies.
Reading, Math, Social Studies	Richard Chase	Bachelors of Science majoring in Church Ministry Professional Certificate: Social Science 6-12 ESE k-12	3	3	This school does not calculate AYP data. However, teacher effectiveness is determined through a pre/post test using the Woodcock Johnson Test of Achievement III (WJIII). From August 1, 2011 until July 31, 2012 sixty-seven percent (67%) of students averaged reading gains. The average reading gains as measured by the WJIII was 2.3 grade level equivalencies. In math, seventy three percent (73%) of students made gains. The average math gains were 2.5 grade level equivalencies
Math Science Reading	Stephen Drew	Bachelors of Arts majoring in Middle Grades Education Professional Certificate Mathematics 6-12	3	1	This school does not calculate AYP data. However, teacher effectiveness is determined through a pre/post test using the WJIII. From August 1, 2011 until July 31, 2012 eighty-eight percent (88%) of students averaged reading gains. The average reading gains as measured by the WJIII was 2.2 grade level equivalencies. In math, seventy two percent (27%) of students made gains. The average math gains were 2.0 grade level equivalencies
Math Science Reading	Richard Langley	Bachelors of Science majoring in Psychology and Conservation Mgt. Temporary Certificate Science 6-12	2	2	This school does not calculate AYP data. However, teacher effectiveness is determined through a pre/post test using the WJIII. From August 1, 2011 until July 31, 2012 sixty-seven percent (67%) of students averaged reading gains. The average reading gains as measured by the WJIII was 2.3 grade level equivalencies. In math, seventy three percent (73%) of students made gains. The average math gains were 2.5 grade level equivalencies

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. Employment posting for subject specific teachers	Ryan Bird (HR representative)	Ongoing	Posting are created specifically as openings become available
2. Mandatory course work towards reading endorsement	Edie Flores	Ongoing, one competency per semester	Two subjects per year for each teacher not endorsed

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3. In-service trainings at both school and district level	Edie Flores	Ongoing	On Going for each teacher
4.			

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
1(20%)	First year teacher – Assigned mentor Training specific to subject area Classroom walk-through

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
5	20% (1)	60% (3)	40% (1)	0	0	4	1	0	0

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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
Edie Flores	Mindi Shaw	Ms. Shaw is a new teacher with strong skills. Ms. Flores is assisting Ms. Shaw with developing an understanding of policy and procedure as well as the implementation of the strategies in her classroom	Weekly meetings Shared trainings Evaluation of progress.
John Zubeck	Richard Langley	Mr. Langley is a career changer new to the teaching field. He needs a mentor to help him translate his skill set into the classroom environment. Mr. Langley and Mr. Zubeck also have an open relationship which can foster growth and development.	Training Shared lesson planning times

***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.

Teachers are given an individual performance plan. Principal walk through classroom on a bi-weekly basis and give feedback regarding classroom activities. Weekly meetings are held to discuss current issues in the school, update teachers in change of policy and or law, and discuss student outcomes. Individual student outcomes are measured and evaluated on a monthly basis. When areas of concern begin to rise, trainings are planned and facilitated to address the concern.

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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?

Eckerd Youth Challenge Program utilized integrated lesson planning system to serve the needs of at-risk youth in residential settings. Learning is guided by course benchmarks/ Florida State Sunshine Standards and takes place in real-world context relevant to personal choices, leading toward graduation and post-graduation planning. Students expectations include rigorous content knowledge, practice in collaborative teaming and 21st century literacy skills that take full advantage of the community as a learning laboratory.

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?

Each student participates in career electives based on student interest. Additionally, the principal meets with students to discuss course of study, credit recovery options and career plans. Lastly, students have the opportunity bi-monthly to visit the Career Central One Stop Mobile Unit. This gives the students opportunity to register with the Employee Florida Marketplace, create a resume and research career interest.

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.

Upon entrance, students are asked to state their academic interest/needs, graduation plans, and career plans. For all students a formal review of transcripts – using a tracking tool specific for middle school or high school – is used to assess academic progress made prior to entering the program. After completing the tracking tool, students are placed in course work that will lead to promotion and diploma option.

For students wishing to pursue the GED, there is a formal process in place in which the students must first complete an interview reviewing their total academic accomplishments in order to determine if the GED truly is the best option. If it is determined that the GED is the best option, teacher assist students with preparation for the Official GED Practice Test. The official GED Practice Test is offered quarterly. If a student passes the Official GED Practice Test, he then goes through the process to register for the actual GED. Eckerd Youth Challenge has a partnership with the Hernando County School board to provide this test to students over the age of 16.

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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: By the end of the 2012 fiscal year 75% of all students will achieve reading gains as measured by the common assessment and the Woodcock Johnson Test of Achievement III and/or the Common Assessment</u>			1.1. Students have a poor outlook on reading abilities due to prior experiences at school.	1.1. Create a text rich reading environment that allows students to feel safe to learn and grow. Build trusting relationships between teachers and students Encourage reading in spare time through use of school library Use high interest text and research based text.	1.1. Edie Flores	1.1. Observation of student involvement Review of Student Outcomes	1.1. Reading class observation form Common Assessment WJIII
<i>Eckerd Youth Challenge Program just gained access to the common assessment ;however, Eckerd utilizes the WJIII to measure student gains. From August 1, 2011 until July 31, 2012 67% of all students entering and exiting Eckerd Youth Challenge program made reading gains.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	67% of students made gains averaging 2.3 grade levels	75% students will make gains averaging 2.0 grade levels					
			1.2. Because of the diversity of our student population as well as the small size of our school, teachers must teach students on several reading	1.2. Assigned reading classes based on reading ability	1.2. Edie Flores	1.2. Review of student Outcomes Student and staff input	1.2. Common Assessment WJIII Communication Request forms and meeting minutes

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		levels				
		1.3. Many students enter Eckerd Youth Challenge Program reading more than two grade levels below grade level	1.3. Referral to speech/language therapist.	1.3. Edie Flores	1.3. Review of Student Outcomes Speech Language Pathologist (SLP) Reports	1.3. Common Assessment WJIII SLP's evaluation reports

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%. <u>Reading Goal #2:</u> <i>Students at Eckerd Youth Challenge program historically show high growth outcomes according to enter and exit testing using the Woodcock Johnson Test of Achievement III.</i>	Baseline data 2010-2011 August 1, 2011 until July 31, 2012 sixty-seven percent (67%) of students averaged reading gains. The average reading gains as measured by the WJIII was 2.3 grade level equivalencies_	70% of all students will show reading gains averaging 1.5 reading levels as measured by the WJIII	75% of all students will show reading grade level gains averaging 2.0 as measured by the WJIII of the Common Assessment (CA)	80% of all students will show reading grade level gains averaging 2.0 as measured by the WJIII and the CA	80% of all students will show reading grade level gains averaging 2.0 as measured by the WJIII and the CA	80% of all students will show reading grade level gains averaging 2.0 as measured by the WJIII and the CA	80% of all students will show reading grade level gains averaging 2.0 as measured by the WJIII and the CA

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
FORP-D, Reading 2	6-12	On-line Reading Course	Richard Langley Stephen Drew	December 2012 Will be scheduled through Pinellas County In-Service opportunities	Contact with reading specialist and filing documentation of completion	Edie Flores
Assessment:	6-12	On-line	Richard Chase	December 2012	Contact with reading specialist and	Edie Flores

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Reading 1		Reading Course	John Zubeck	Will be scheduled through Pinellas County In-Service opportunities	filing documentation of completion	

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
Multiple Intelligence Training	Trainings provided by Eckerd Education Coordinators	Program Funds	0.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Discovery Streaming	Account with Discovery Streaming updated yearly	Program Educational Funds	\$360
FCAT Explorer & Focus	Excellent computer based assessment resources	Free	0
WIN Learning Online lessons	Computer based instruction	Free	0
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Competencies through Pinellas County Moodle sight and Beacon	Moodle account provided through pcsb.org	Free as part of Eckerd Contract	0.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Monthly phone conferences with Eckerd Education Administrators for support and	Monthly phone conference call.	District	0.00

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feedback.			
Grand Total: \$360.00			

End of Reading Goals

Mathematics Goals

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

Guiding Questions to Inform the Problem-Solving Process

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

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

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
1. Percentage of students making learning gains in mathematics. Mathematics Goal #1: By the end of the 2012 fiscal year, 75% of all students will make math gains as measured by the common assessment and the WJIII.			1.1. Student length of stay is a barrier. Average student stay is 4-6 months.	1.1. Access to the internet and utilization of Khan Academy online instruction to assist with remediation. Leveled math class instruction based on enrolled math course.	1.1. Education Administrator	1.1. Entrance and exit testing and collecting data through internal database tracking system (TIER)
<i>Eckerd Youth Challenge Program</i> <i>just gained access to the common</i>			2012 Current Level of Performance:*	2013 Expected Level of Performance:*		

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assessment; however, Eckerd utilizes the WJIII to measure student gains. From August 1, 2011 until July 31, 2012 73% of all students entering and exiting Eckerd Youth Challenge program made math gains. The average math gain was 2.5 grade level equivalents	73% of students made gains averaging 2.5 ge.	75% of students will make gains averaging 2.0 ge.					
			1.2. A large percentage of youth come to Eckerd having been promoted to a higher level math class without mastering the basic skills such as fractions and decimals.	1.2. Student remediation needs are determined through pre test. Remediation is mixed into the curriculum so that students can master new task.	1.2. Teachers	1.2. Entrance and exit testing and collecting date through internal database tracking system	1.2. Common Core Assessment WJIII Student work product
			1.3.	1.3.	1.3.	1.3.	1.3.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Mathematics Goal #2: <i>Historically, Eckerd Youth Challenge Program has performed above the state average in math gains as measured by the WJIII. The school plans to push for superior math outhcomes</i>	Baseline data 2010-2011 73% of students made grade level gains averaging 2.5	70% of students will achieve grade level improvements averaging 1.5 as measured by the WJIII and/or the CA	75% of students will achieve grade level improvements averaging 2.0 as measured by the WJIII and/or the CA	80% of students will achieve grade level improvements averaging 2.0 as measured by the WJII and/or the CA	80% of students will achieve grade level improvements averaging 2.0 as measured by the WJII and/or the CA	80% of students will achieve grade level improvements averaging 2.0 as measured by the WJII and/or the CA	80% of students will achieve grade level improvements averaging 2.0 as measured by the WJII and/or the CA

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 below Achievement Level 3 in Algebra.			1.1. length of stay if 4-6 months for many students who have missed much school due to delinquency troubles.	1.1. Entry level assessments provide information on deficits and focus on remediation of foundational skills	1.1. Edie Flores	1.1. informal assessment weekly to determine milestone completion	1.1. Exit testing, WJIII and common core assessment.
Algebra Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

Due to the low number of students taking the Algebra I EOC (<10), and no student being with us through an entire school year, there is not enough data to assess this goal.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.						
			1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			2.1. length of stay if 4-6 months	2.1. Speak with transitional schools to determine the best NEXT course that school’s placement.	2.1. Edie Flores	2.1. 3-6-9 follow up of student	2.1. Aftercare report to determine placement of student.	
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
Due to the low number of students taking the Algebra I EOC (<10), and no student being with us through an entire school year, there is not enough data to assess this goal.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.						
			2.2.	2.2.	2.2.	2.2.	2.2.	
			2.3	2.3	2.3	2.3	2.3	
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	70% of students will achieve grade level improvements averaging 1.5 as measured by the WJIII and/or the	75% of students will achieve grade level improvements averaging 2.0 as measured by the WJIII and/or the CA	80% of students will achieve grade level improvements averaging 2.0 as measured by the WJII and/or the CA	80% of students will achieve grade level improvements averaging 2.0 as measured by the WJII and/or the CA	80% of students will achieve grade level improvements averaging	80% of students will achieve grade level improvements averaging	

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Algebra Goal #3: <i>Due to the low number of students taking the Algebra I EOC (<10), and no student being with us through an entire school year, there is not enough data to assess this goal.</i>	CA				2.0 as measured by the WJII and/or the CA	improvements averaging 2.0 as measured by the WJII and/or the CA
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End of Algebra EOC Goals

Geometry End-of-Course Goals

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

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 below Achievement Level 3 in Geometry.	1.1. length of stay if 4-6 months for many students who have missed much school due to delinquency troubles.	1.1. Entry level assessments provide information on deficits and focus on remediation of foundational skills	1.1. Edie Flores	1.1. informal assessment weekly to determine milestone completion	1.2. Exit testing, WJIII and common core assessment.

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Geometry Goal #1: <i>Due to the low number of students taking the Geometry EOC (<5), and no student being with us through an entire school year, there is not enough data to assess this goal.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>						
			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. length of stay if 4-6 months	2.1. Speak with transitional schools to determine the best NEXT course that school’s placement.	2.1. Edie Flores	2.1. 3-6-9 follow up of student	2.1. Aftercare report to determine placement of student.	
Geometry Goal #2: <i>Due to the low number of students taking the Geometry EOC (<5), and no student being with us through an entire school year, there is not enough data to assess this goal.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>						
			2.2.	2.2.	2.2.	2.2.	2.2.	
			2.3	2.3	2.3	2.3	2.3	
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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3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011	70% of students will achieve grade level improvements averaging 1.5 as measured by the WJII and/or the CA	75% of students will achieve grade level improvements averaging 2.0 as measured by the WJII and/or the CA	80% of students will achieve grade level improvements averaging 2.0 as measured by the WJII and/or the CA	80% of students will achieve grade level improvements averaging 2.0 as measured by the WJII and/or the CA	80% of students will achieve grade level improvements averaging 2.0 as measured by the WJII and/or the CA	80% of students will achieve grade level improvements averaging 2.0 as measured by the WJII and/or the CA
Geometry Goal #3: <i>Due to the low number of students taking the Geometry EOC (<5), and no student being with us through an entire school year, there is not enough data to assess this goal.</i>							

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math teaching strategies	6-12	Pinellas County on-line Moodle	All teachers	Scheduled through Pinellas County In-service Schedule	Certificate of Completion	Edie Flores

End of Geometry EOC Goals

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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
Multiple Intelligences & Curriculum Integration	Updated trainings on E3 Curriculum	Program Education Funds	0.00
Florida Conversion to Common Core Standards Training	Training update regarding conversion from Sunshine State Standards and the Common Core Standards	Program Funds State DOE	\$25.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Khan Academy	Free website offering math instruction and guided practices	Program Funds for internet access	Free
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Math Strategies Teacher Workshops	Course work offered through Pinellas County	Free through contract with Pinellas County	0.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total:

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

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

Biology EOC Goals	Problem-Solving Process to Increase Student Achievement
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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring below Achievement Level 3 in Biology.			1.1. length of stay if 4-6 months for many students who have missed much school due to delinquency troubles.	1.1. Entry level assessments provide information on deficits and focus on remediation of foundational skills in reading: Focus on the five components of reading competency in content area of science.	1.1. Edie Flores	1.1. informal assessment weekly to determine milestone completion	1.3. Exit testing, WJIII
Biology Goal #1: <i>Due to the low number of students taking the Biology EOC (<5), and no student being with us through an entire school year, there is not enough data to assess this goal.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.			2.1. length of stay if 4-6 months	2.1. Speak with transitional schools to determine the best NEXT course that school’s placement.	2.1. Edie Flores	2.1. 3-6-9 follow up of student	2.1. Aftercare report to determine placement of student.
Biology Goal #2: <i>Due to the low number of students taking the Biology EOC (<5), and no student being with us through an entire school year, there is not enough data to assess this goal.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

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.

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PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Online Training	6-12	PCS Moodle	Rick Langley, Stephen Drew	July 2012	Certificate of Completion	Edie Flores

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
Hands on manipulative	Misc. expendables that can be used for science experiments	Program Funds	\$100
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Science/Education Videos	Videos used to further science instruction	Program Funds	\$50
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)).

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: <i>Not enough data to determine goal</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			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: <i>Not enough data to determine goal</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Civics Professional Development

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Civics Standards	Middle School	Pinellas County Inservice	Richard Chase John Zubeck	December 31,20122	Certificate of Completion	Edie Flores

Civics Budget (Insert rows as needed)

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

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

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount
iCivics	Internet based integrated curriculum	Free	0.00

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount
Practice test	Generated by district and teachers	Program Dollars for printing	\$50.00

Subtotal:

Total:

End of Civics Goals

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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: Not enough data to determine goal	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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: Note enough data to determine goal	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

U.S. History Professional Development

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
US History Content	High School	Pinellas County/Moodle	John Zubeck Richard Chase	April 2013	Certificate of Completion	Edie Flores

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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. By the close of the 2012 fiscal year, 80% of all exiting students will have earned at least one certificate of completion of a career skills building course.			1.1. Programs that provide vocational skills development are expensive and take time to implement in an effective manner.	1.1. Examine resources available, utilize donations and volunteers, are expensive and take time to utilize current resources such as Nova net.	1.1. Edie Flores	1.1 Quality assurance meetings	1.1. Quality assurance tool.
Eckerd Youth Challenge program is in the process of developing our Vocational Program. We currently offer Internet and Core Computing Certification, and are in the process of adding more vocational skills building options.	2012 Current Level :*	2013 Expected Level :*					
	Not enough data is available.	80%					
			1.2. Vocational programs are facilitated by the program department under the	1.2. Assign teacher to be in charge of vocational programming.	1.2 Ms. Flores.	1.2. New Schedule	1.2 New Schedule

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		supervision /direction of Ms. Flores. There is not teacher connection to current programming.				
		1.3.	1.3.	1.3.	1.3.	1.3.

Career Education Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
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
Internet and Core Computing Certification	6-12	Online	Mindi Shaw John Zubeck	December 2012	Certificate of completion	Edie Flores

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
ASVAB assessments	Military aptitude assessment scheduled quarterly through local office with follow up counseling	Free through US Armed Forces	0.00
			Subtotal:0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
FACTS.Org	Online resource for career exploration	Free	0.00
Career Cruiser	Online workbook for middle school students addressing career interest and skills.	Free	0.00
Learn Key	Access to online learning, guided practice and assessment for IC3 Certification	Program budget	\$250
Nova Net	Access to business class work, guided practice and assessment	Program budget	0.00
			Subtotal:

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Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
DOE Training	Online training for Ready to work Credentialing	State of Florida	0.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Career Portfolios	Portfolio of student work addressing career goals.	Program Funds	\$200
On-Stop Career Bus	Traveling resource of One-Stop career centers	Free	0.00
			Grand Total:\$100

End of Career Education Goal(s)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Transition Goal(s)

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

Guiding Questions to Inform the Problem-Solving Process

- How does the program deal with transition planning (entry and exit transition)?
- How many students successfully transition (e.g., return to school, find employment)?

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

TRANSITION GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Transition Goal Through communication with student, parents, JPOs, Transition Coordinators and schools, students will be enabled to successfully transition back into school upon exit of the program.			1.1. Student uninterested in attending school upon exiting the program.	1.1. Education representative will be an active participant of each student's treatment.	1.1. Education Clerk Education Administrator	1.1. Random File Audits	1.1. Quality assurance tool
				District transition contacts will be notified at a minimum of ten days prior to release.			
				Exit packets (including transcripts, withdrawal grades, testing and IAPS) will be provided to the transition contact, JPO and parent upon release of the program.			
Communication with transition contacts, receiving schools, parents, and student are imperative to a smooth transition back into the community. This is done through transition and exit conference as well as emailing and sending student education file to transition coordinator, parent and school.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>98% of students transitioned successfully back into school setting</i>	<i>98% of all students will transfer successfully</i>					
			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
Transition Professional Development**

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

Transition Budget (Insert rows as needed)

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Employee Florida Marketplace	Statewide employment networking site	Free	0.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Transition and Exit Conferences	Thirty days and sixty days prior to exit treatment (to include education), youth, parent and JPO discuss transition issues.	Program Funds	0.00
Student Education Records and	Documentation of contact with parents,	Program funds for printing files	100.00

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communication logs	JPOs, School Districts and Schools regarding transition issues		
Grand Total:			

End of Transition Goal(s)

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

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

Guiding Questions to Inform the Problem-Solving Process

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

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

ATTENDANCE 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 #			I.1.	I.1.	I.1.	I.1.	I.1.
<i>This goal is not applicable as Eckerd Youth Challenge Program is residential facility and school is a part of the program schedule offered on site.</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	<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>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					

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	Enter numerical data for current number of students tardy in this box.	Enter numerical data for expected number of students tardy in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Attendance Professional Development

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

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

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			Grand Total:

End of Attendance Goals

Final Budget (Insert rows as needed)

Please provide the total budget from each section.

Reading Budget	
	Total: \$360.00
Mathematics Budget	
	Total: \$25.00
Science Budget	
	Total:\$150.00
Civics Budget	
	Total:\$50.00
U.S. History Budget	
	Total:
Career Budget	
	Total:\$450.00
Transition Budget	
	Total:\$100
Attendance Budget	
	Total:
	Grand Total:\$1165

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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.

Eckerd Education operates as part of the Pinellas County Drop Out prevention program. As such, Keith Philipson, Director of Education for Eckerd, participates in the Drop Out Prevention School Advisory Council and reports any and all information back to Eckerd Youth Challenge Program

Describe projected use of SAC funds.	Amount
Eckerd does not receive SAC funds	0.00

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

SAC meets on a regular basis to determine needs in the dropout prevention program.