

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: PALMETTO YOUTH ACADEMY	District Name: MANATEE
Principal: JACQUELIN E. JONES, Ed.D.	Superintendent: TIMOTHY MCGONEGAL, Ed.D.
SAC Chair: N/A	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	JACQUELIN E. JONES	B.A. Sociology, M.S. Educational Administration, Ed.S. Educational Leadership, Ed.D. Educational Leadership...Certification: K-3, ESE K-12, Ed. Leadership	3.5	16	
Lead Educator	SAME AS ABOVE				

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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.

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/ Language Arts Reading/ Language Arts	ADAM SAGE	B.A. ENGLISH LITERATURE, J.D. LAW, CERTIFICATION: ENGLISH 6-12, MGI 5-9	1.75	1.75	N/A
Social Studies/ Science	BRIAN ROSS	SOCIAL STUDIES 6-12	1.5	3	N/A
MATH	JENNIFER BURCHFIELD	MGI 5-9, ESE K-12, ELEM. ED. K-6	1	5	N/A

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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. The strategy to retain high quality, highly effective teachers is offer the teachers the opportunity to receive professional growth through employee reimbursement program, and salary increase for each endorsement and added certification	Dr. Jacquelin Jones via Regional Director, Mr. Jerry Neely approved by G4S	Ongoing	
2.			
3.			
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
2 out 3 teachers (66%)	The teachers are preparing to take the Math 6-12 subject area examination Fall of 2012 (October, 2012).

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Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
3	0	100%	0	0	33%	100%	0	0	0

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
Jerry Neely Education Regional Director, G4S	Continuing information on requirements from FDOE, DJJ All staff	Information on state requirements	Meeting every Monday with Lead Educators/Principals. Meeting with Teachers as needed
Dr. John Zeuli Principal, Avon Park Youth Academy	Methods of teaching residential, DJJ students. All staff	Another experienced Administrator demonstrating instructional methods inside a DJJ classroom	Monday meetings with Lead Educators/Principals. As needed at the site.
George Pesta, PhD..Director of Education Planning and Development	Continuing information on requirements from FDOE, DJJ and Staff Development and Professional Development	Continuing education for staff and student improvement	Monday meetings with Lead Educators/Principals. As needed at the site.

Jacquelin E. Jones, Ed.D.
Principal/Lead Educator PYA

All Staff

Ongoing teacher assistance, teacher observations and training

Ongoing activities

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

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

Reading is taught in every class using the same strategies used in the actual reading class. It is the shared responsibility of all teachers to use reading strategies to develop literacy skills in Social Studies, Math, Science and Vocational studies. “Reading is Fundamental” to all parts of the curriculum.

****High Schools Only***

Note: Required for High School- Sec. 1003.413 (2)(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

PYA participates in Differentiated Instruction that allows the teacher to reach each student based on his ability level and becomes successful in the subjects taught. Based on the student’s readiness levels, interest and learning profiles, modifying of content, processing and learning environment, the students have the opportunity to merge concepts taught in real world scenario incorporated within their academic arena.

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?

PYA incorporates the student’s academic and career planning through the use of Florida Ready-to-Work, CHOICES, SAMS (Microsoft Office certification) and personal interactions/workshops with Suncoast Workforce in preparation for returning to their communities. There is continual advisement on the State of Florida’s course of study recommended for high school and preparation for post high school.

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.

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STRATEGIES:

- Teacher made interest and learning styles inventory/assessment
- Student research interest in vocational and professional careers
- Student placed on academic tract based on inventory/assessment
- Student communicate with learning institutions and industries
- Students are involved in seminars, workshops and expos

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Guiding Questions to Inform the Problem-Solving Process
<ul style="list-style-type: none"> ▪ 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
1. Percentage of students making learning gains in reading. Reading Goal #1: <i>Enter narrative for the goal in this box.</i> The students will be able to			1.1. The students will work toward obtaining a standard diploma, including G.E.D. and Exit	1.1. There is small group, individualized and whole group instruction in the reading classes in addition to New Century	1.1. Mr. Adam Sage, Reading Teaching Mr. Samuel Bailey, Tech Assistant	1.1. Weekly progress reports are used to monitor student activity and participation. Also, a monthly report is
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				The New Century Education Program will report gains and losses in reading at the end

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Make reading gains during their stay at Palmetto Youth Academy.	Enter numerical data for current level of performance in this box. 38% students made 2-3 year gains in Reading at the end of the 2012 school year	Enter numerical data for expected level of performance in this box. 38% students will be able to make 1-2 year gains in Reading at the end of 2013 school year	Option. The reading goals are based on the performance results of the pre-test administered from New Century Education Program upon entry to Palmetto Youth Academy. The State reading tests FAIR and WIN are given throughout the school year to monitor progress.	Education Program, a computer-based reading program used to remediate areas of weakness for each student. Progress monitoring is done weekly to inform the students of their progress...This strategy helps to prepare the students for the state standardized assessments and GED prep.		submitted at each student's formal treatment team meeting showing student progress and interventions used with student present at the appointed time.	of each cycle. If there are no gains, there will be remedial lessons in the identified areas.
			1.2. Students feel the entry level pre-test is too easy and sometimes will become bored with the lessons and do not place a priority in the testing...they later find out the seriousness of it and the connection to the FCAT reading test and FAIR testing. At this point, become dedicated to picking up the pace. This entire gamut impacts the level of success as	1.2 Grade appropriate Reading using strategies such as Close Reading, Evidence Reading, individualized/ peer tutoring to build identified weaknesses, teacher Guided instruction	1.2. Student assessments are administered in the fall and spring of each year	1.2. The results of the FAIR test, FCAT Reading test help to determine the effectiveness of the strategies	1.2. The FCAT Reading, FAIR, Common Core Assessment

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		well as passing the state assessments. 1.3. The students have difficulty reading in all classes as a result of their educational experiences. The students enter PYA with reading levels of 3.5 to 4.8 on an average of three to four years below grade level. These low grade levels are a result of poor school attendance and ESE exceptionalities.				
		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%.	Baseline data 2010-2011 <u>50%</u>	N/A					
Reading Goal #2: <i>Enter narrative for the goal in this box.</i>							

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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
Reading progress in Reading & English classes	7-12	Mr. Adam Sage	Mr. Sage, Ms. Burchfield (ESE), Mr. Ross, Dr. Jones, Mr. Bailey (school-wide)	Bi-monthly	New Century Education Program...reporting reading gains and overall student progress	Dr. Jacquelin Jones
Reading in the content areas	7-12	Mrs. Heather Rivero	Mr. Sage, Mr. Ross, Ms. Burchfield	Weekly Time frame is continual	Documentation of progress in reading class	Dr. Jacquelin Jones

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 materials, Scholastic Media materials	Reading materials for classroom library and student use	School budget	\$1,000
Updated G.E.D. Reading and study books aligned with new standards for 2014	District approved reading materials, including for adult education	Instructional Materials	\$2,000
			Subtotal:
Technology			

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Strategy	Description of Resources	Funding Source	Available Amount
Focus improving reading skills in comprehension, inference, and vocabulary	New Century Education Reading	Title I	\$4,000
Florida Ready to Work	The students will work on Florida Ready to Work and be able to earn a state recognized certificate in a specialized area.	Free	0
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Enroll teachers in reading courses	State and district reading classes	Professional Development Budget	\$900
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total:

*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
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- 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.			1.1. Students are behind 2-3 years in math upon entry to Palmetto Youth Academy. The staff utilizes New Century Educational Program to assist in remediation	1.1 The students will focus on remediation in order to prepare for state standardized testing and the G.E.D.	1.1. Ms. Burchfield, Math Teacher and Mr. Bailey, Tech Assistant	1.1. Weekly progress reports are used to monitor student activity and participation. Also, a monthly report is submitted at each student’s formal treatment team meeting showing student progress and interventions/strategies used with student present at the appointed time.	1.1. The New Century Education Program will report gains and losses in math at the end of each cycle. If there are no gains, there will be remedial lessons in the identified areas
Mathematics Goal #1:							
<i>Enter narrative for the goal in this box.</i> The students will be able to make gains in mathematics during their stay at Palmetto Youth Academy	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> 38% students made 2-3 year gains in Math at the end of the 2012 school year	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> 40% students will be able to make 1-2 year gains in Math at the end of 2013 school year					
			1.2. The students are behind in their math skills and therefore	1.3. Florida Ready to Work along with New Century Education Program will	1.3. Ms. Burchfield, Math Teacher,	1.3. Printed reports from Florida Ready to Work	1.3. End of chapter testing

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		have very little exposure to everyday basic math. Florida Ready to Work along with New Century Education Program will enhance the math skills of the students	enhance the math skills of the students	Mr. Bailey, Tech Assistant	and New Century Education Program	
		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%.	Baseline data 2010-2011	N/A					
Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i>							

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement
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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 at Achievement Level 3 in Algebra.			1.1. The students who are eligible and required to take the EOC Algebra I exam	1.1 The math teacher will focus lessons on Algebra I topics from the school district resources as well as the state’s website for EOC exam. The teacher will use other resources online and supplemental materials to prepare the students for EOC Algebra I exam.	1.1 Ms. Burchfield, Math Teacher, Mr. Bailey, Tech Assistant and Dr. Jones...test administrator	1.1 Practice exams and the actual exam results of Algebra I.	1.1 Algebra I EOC exam.
Algebra Goal #1: <i>Enter narrative for the goal in this box.</i> 10 % of Achievement Level 3 students taking the Algebra EOC will pass. Students must pass the Algebra EOC in order to earn a credit in Algebra.	2012 Current Level of Performance:* 2 out of 6 (33%) students passed the Algebra EOC at PYA in 2011-2012. Most students seek a GED at PYA. Roughly 10% of the students seek a standard diploma and pursue this option upon release from the program	2013 Expected Level of Performance:* 35% of students taking the Algebra EOC will pass	have been out of school and not familiar with the content on the exam. We anticipate six students will take the Algebra I EOC exam in the fall and spring of the current school year.				
			1.2. The students in need of assistance in Algebra I will participate math workshops consisting of small groups no more than 3 students	1.2. Math online resources...test taking strategies...peer tutoring	1.2. Ms. Burchfield, Mr. Bailey, Dr. Jones	1.2. Practice exams and the actual exam results of Algebra I.	1.2. Algebra I EOC exam
			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.	2.1.	2.1.	2.1.	2.1.

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Algebra Goal #2: N/A N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	N/A					
	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							
Algebra Goal #3: Enter narrative for the goal in this box. N/A								

End of Algebra EOC Goals

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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.			1.1. We do not currently have a certified Geometry teacher	1.1. We will continue to provide the teacher with the opportunity to receive professional development in order to prepare for the certification exam.	1.1. Ms. Burchfield, Math Teacher, Dr. Jones, Principal	1.1. The math teacher is enrolled in professional development workshops and study sessions through the local school district in preparation for math 6-12 certification exam.	1.1. Geometry EOC exam
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.	0% of students passed the Geometry EOC	5% of students will pass the Geometry EOC					
We currently have twelve students enrolled Geometry. We continue to work with our teacher to become certified in math 6-12; presently certified in MGI 5-9. We will make provisions to enroll a student in geometry via Florida Virtual School and Apex using the portable computer lab. . If students are enrolled in Geometry via Florida Virtual School 20% of these students will pass the EOC							
			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.

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Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A			N/A				
N/A	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						
Geometry Goal #3:			N/A				
Enter narrative for the goal in this box.							
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
Integrating small group and individualized computer-based math	9-12	Ms. Burchfield	Math Teacher Ms. Burchfield	Early release for teacher planning monthly Bi-Monthly Meetings	Review teacher reports through print outs of individual student progress in math each grading period.	Dr. Jones, Principal

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instruction through Novell Star Learning and Florida Virtual School						
District and state standards in mathematics	9-12	Ms. Burchfield	Math Teacher Ms. Burchfield	Bi-Monthly meetings	Classroom observations	Dr. Jones, Principal

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
Supplemental Math Materials	Scholastic Math Resource Magazine	General Education budget	\$200
Algebra I EOC resources	State/district approved materials	Instructional materials	\$1,000
			Subtotal:\$1200
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Focus on each student's weakness in mathematics and provide opportunities for them to improve their math knowledge and skills.	New Century Education Mathematics	Title I	\$4000
Scientific Calculators used for solving problems in Geometry & Algebra II	To enhance the Geometry & Algebra II classroom usage and preparation for EOC exams	Title I or General Education Budget	\$600
			Subtotal:\$4,600

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Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
District in-services/courses for teachers to improve their understanding of and ability to teach math courses on middle and high school levels..	Fund teachers' participation	Professional Development	\$400
			Subtotal:\$400
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			
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. Students scoring at Achievement Level 3 in Biology.			1.1. The students at PYA enter academically 2-4 grade levels behind as a result of not attending school with very few credit hours.	1.1. The classroom teacher will take advantage of the state provided study guides on-line and hard copy to prepare the students to pass the exams at the end of the course.	1.1. Mr, Brian Ross, Science Teacher	1.1. The students will be provided with the necessary tools and instruction to prepare for the Biology EOC.
Biology Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
<i>Enter narrative for the goal in this box.</i>	N/A.	5 percent of students will pass the Biology EOC exam.	The students have very short attention spans when it comes to focusing in class, especially something unfamiliar.			Practice test at the end of each study session Biology EOC exam
5 % of students taking the Biology EOC will pass in order to earn a science credit in Biology.						

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			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.	2.1.	2.1.	2.1.	2.1.
Biology Goal #2: <i>Enter narrative for the goal in this box.</i> N/A	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> N/A	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> N/A	N/A	N/A	N/A.	N/A.	N/A.
			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
District professional development on Biology Common Core Standards and EOC	9-12/Biology	Local district professional Development/ Curriculum Specialist	Mr. Brian Ross Science Teacher	Monthly Early Release Bi-Monthly	Classroom observations	Dr. Jones Principal

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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
Biology and Science textbooks and Resource materials	State/district adopted textbooks and resource curriculum materials	Instructional materials	\$1,000
			Subtotal: \$1,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
Biology software	Software that can enhance students' understanding of Biology concepts in preparation for the EOC exam	General Education Budget	\$500
National Geographic software	Software can will enhance the learning based on Common Core Curriculum	General Education Budget/Title I	\$600
			Subtotal: \$1,100
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Local district workshops/training on Biology common core Curriculum and Biology EOC	District Professional Development Meetings	Professional Development	\$500
			Subtotal: \$500
Other			
Strategy	Description of Resources	Funding Source	Amount
Supplemental learning resources of science concepts	Scholastic magazine Supplemental resource material	Instructional Materials/Title I	\$200
			Subtotal:\$200
			Total: 2,800

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>Enter narrative for the goal in this box.</i> N/A	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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 Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i> N/A	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

Civics Professional Development

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 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 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)).

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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: <i>Enter narrative for the goal in this box.</i> N/A	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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 U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i> N/A	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

U.S. History Professional Development

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

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.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Guiding Questions to Inform the Problem-Solving Process

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

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

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.	1.1.	1.1.	1.1.	1.1.
<div>Enter narrative for the goal in this box.</div> Palmetto Youth Academy’s career program with technical training consist of digital publishing, broadcasting, digital printing Lab, Microsoft Office training	2012 Current Level :*	2013 Expected Level :*	Students sometimes have difficulty identifying what they would like to obtain training/certification in upon arrival to PYA due to lack of employment exposure.	The Career Committee organizes job fairs, guest speakers in many professions to speak about their profession and the qualifications to obtain a job. Suncoast Workforce is a part of the our strategy to motivate the students to research and prepare for gainful employment upon release.	Principal Dr. Jones	Evaluating student completion of career courses. Student surveys Student interviews	IndustryCcertifications.
	N/A	95% of students will earn industry .					
			1.2.	1.2.	1.2.	1.2.	1.2.
		The career courses are capturing the attention of the students once they figure out the value of the certification	The students are engaging in projects such as videography, broadcasting—live and pre-recorded, interactive instruction through the video equipment.	Principal	Evaluation of ongoing projects in digital printing, publishing broadcasting and Microsoft Office	1.2. Funding spent on enhancing the digital publishing lab and broadcasting equipment. Students are earning industry certification and career certification	
		1.3.	1.3.	1.3.	1.3.	1.3.	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		Students do not understand the importance and value of obtaining a Florida Ready to Work Certificate.	Students are made aware that employers recognize the certificate and will give them an opportunity for gainful employment	Principal	Process used to determine the effectiveness of the strategy is based on the Florida Ready to Work certificates earned Gold, Silver, Bronze	Florida Ready to Work certifications and Microsoft Certification.
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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
Webinar/training on WIN curriculum to improve student opportunities to earn a Florida Ready to Work certification.	7-12	Dr. Jones, Principal Mr. Sam Bailey, Technical Assistant	Education Department Teachers and Paraprofessionals	October, 2012	Printed reports on each student weekly that will show student activity on a daily basis	Principal Technical Assistant

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
			Subtotal:

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Make use of the computer software , laptop computers, broadcasting equipment to teach the students broadcasting, basic computer skills and research to gain employment upon release.	Digital cameras, digital video cameras, digital printer, SAM software for Microsoft Office	Perkins Grant	Already funded \$0 2011-2012
			Subtotal:-0-
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total:

End of Career Education Goal(s)

Transition Goal(s)

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

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

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

TRANSITION GOAL(S)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Transition Goal	1.1.	1.1.	1.1.	1.1.	1.1.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Enter narrative for the goal in this box.	2012 Current Level :*	2013 Expected Level :*	The students exiting the program will have a transition plan with identified educational and employment goals. Students began submitting applications and resumes during their transition phase before release from PYA. The students arrange interview appointment dates for employment 2 – 3 days after release.	Continue with communication after release to follow-up on school, employment and community service for those it apply	Classroom teachers and Tech Assistant	Continued communication after release	Continued communication after release...telephone calls, post cards
	100% of students completing the program have a transition plan identifying education and employment along with their goals.	100% of students completing the program will have a transition plan identifying education and employment along with their goals.					
	1.2.		1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Transition Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Transition Documentation & Proper Notification to Receiving School Districts	7-12	Dr. Jones	Dr. Jones, Ms. Arnold, Mr. Bailey	9/24/12	Discuss transition plans with each students before release and post release	Dr. Jones

Transition Budget (Insert rows as needed)

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	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 Transition Goal(s)

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

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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
1. Attendance Goal # 1			1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box. N/A N/A	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
	Enter numerical data for current attendance rate in this box.	Enter numerical data for expected attendance rate in this box.				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	Enter numerical data for current number of absences in this box	Enter numerical data for expected number of absences in this box.				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	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.
			1.3.	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)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			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:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Civics Budget	
	Total:

2012-2013 School Improvement Plan Juvenile Justice Education Programs

U.S. History Budget	
	Total:
Career Budget	
	Total:
Transition Budget	
	Total:
Attendance Budget	
	Total:
	Grand Total:

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

XX ☒ No

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

Describe projected use of SAC funds.	Amount

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs