

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: Marion Juvenile Correctional Facility	District Name: Marion
Principal: Dama Abshier	Superintendent: James Yancey
SAC Chair: Brian Greene	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.
Supervisor	Dr. Dama Abshier	B.S. in Psychology, M.A. in Education, Ed.S. in School Psychology, Ph.D. in School Psychology. Certification in School Psychology PreK-12.	2	9	2011-2012: MJCF was not measured for AYP, nor received school grades or alternative school ratings. 62% improvement in student reading lexile scores, 29% were reading proficient as measured by the FCAT, 47% were math proficient as measured by the FCAT, 71% of students improved between pre and post assessments with 59% of this showing greater than 1 grade level improvement, increased food handling certification by 36%, had a 84% return to school rate, armed 34 students with CPR and First Aid certification, 6 students graduated from the Three Keys entrepreneurship program, and obtained an 87% GED pass rate.

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					<p>2010-2011: MJCF was not measured for AYP, nor received school grades or alternative school ratings. MJCF had students who did qualify for FCAT measurement that consists of all student subgroups. Learning gains for these students from the 09-10 to 10-11 school year included: 1) Reading- 30% increase for students who obtained a 300 Scale Score or above, 16% growth in total proficiency, 2) Math- 22% growth in total proficiency, 3) Writing- 20% growth in level 3 attainment, maintained 40% proficiency for level 4 attainment and above.</p> <p>Prior Behavior Analyst administrator since the 2002-2003 school year.</p>
Program Manager	Brian Greene	B.S. and M.S. in Criminal Justice, M.Ed in Educational Leadership, Criminal Profiling undergraduate certificate and Corrections Leadership graduate certificate. Certification in 5-9 Social Science, K-6 Elementary Education, and Educational Leadership (all levels). Prior FDJJ Master Trainer and FDLE State certified instructor.	4	6	<p>2011-2012: MJCF was not measured for AYP, nor received school grades or alternative school ratings. 62% improvement in student reading lexile scores, 29% were reading proficient as measured by the FCAT, 47% were math proficient as measured by the FCAT, 71% of students improved between pre and post assessments with 59% of this showing greater than 1 grade level improvement, increased food handling certification by 36%, had a 84% return to school rate, armed 34 students with CPR and First Aid certification, 6 students graduated from the Three Keys entrepreneurship program, and obtained an 87% GED pass rate.</p> <p>2010-2011: MJCF was not measured for AYP, nor received school grades or alternative school ratings. MJCF had students who did qualify for FCAT measurement that consists of all student subgroups. Learning gains for these students from the 09-10 to 10-11 school year included: 1) Reading- 30% increase for students who obtained a 300 Scale Score or above, 16% growth in total proficiency, 2) Math- 22% growth in total proficiency, 3) Writing- 20% growth in level 3 attainment, maintained 40% proficiency for level 4 attainment and above.</p> <p>2009-2010: MJCF was not measured for AYP, nor received school grades or alternative school ratings. MJCF was deemed "Exemplary" by the Juvenile Justice Educational Enhancement Program (JJEPP) and FDOE Quality Assurance (QA) standards.</p>
Lead Educator	Jane Route	B.S. in English and Psychology, M.A.E in English and Counseling, Minor in Spanish. Certification in English for	7	4	<p>2011-2012: MJCF was not measured for AYP, nor received school grades or alternative school ratings. 62% improvement in student reading lexile scores, 29% were reading proficient as measured by the FCAT, 47% were math proficient as measured by the FCAT, 71% of students improved between pre and post assessments with 59% of this</p>

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		Speakers of Other Languages, English, Guidance and Counseling, and Reading Endorsement.		<p>showing greater than 1 grade level improvement, increased food handling certification by 36%, had a 84% return to school rate, armed 34 students with CPR and First Aid certification, 6 students graduated from the Three Keys entrepreneurship program, and obtained an 87% GED pass rate.</p> <p>2010-2011: MJCF was not measured for AYP, nor received school grades or alternative school ratings. MJCF had students who did qualify for FCAT measurement that consists of all student subgroups. Learning gains for these students from the 09-10 to 10-11 school year included: 1) Reading- 30% increase for students who obtained a 300 Scale Score or above, 16% growth in total proficiency, 2) Math- 22% growth in total proficiency, 3) Writing- 20% growth in level 3 attainment, maintained 40% proficiency for level 4 attainment and above.</p> <p>2009-2010: MJCF was not measured for AYP, nor received school grades or alternative school ratings. MJCF was deemed “Exemplary” by the Juvenile Justice Educational Enhancement Program (JJEEP) and FDOE Quality Assurance (QA) standards.</p> <p>2008-2009: MJCF was not measured for AYP, nor received school grades or alternative school ratings. MJCF was deemed “Exemplary” by the Juvenile Justice Educational Enhancement Program (JJEEP) and FDOE Quality Assurance (QA) standards.</p>
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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, Lead Teacher	Jane Route	B.S. in English and Psychology, M.A.E in English and Counseling, Minor in Spanish. Certification in English for	7	4	See above.

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		Speakers of Other Languages, English, Guidance and Counseling, and Reading Endorsement.			
Math and Exceptional Student Education	Debra Hamed	B.S. in Business Education & M.A. in School Counseling. Certification in English for Speakers of Other Languages, English, Guidance & Counseling, Math, Middle Grade Integrated, Business Education, Exception Student Education (ESE), HOUSSE certification in Math, and Reading Endorsement.	7	3	<p>2011-2012: MJCF was not measured for AYP, nor received school grades or alternative school ratings. 62% improvement in student reading lexile scores, 29% were reading proficient as measured by the FCAT, 47% were math proficient as measured by the FCAT, 71% of students improved between pre and post assessments with 59% of this showing greater than 1 grade level improvement, increased food handling certification by 36%, had a 84% return to school rate, armed 34 students with CPR and First Aid certification, 6 students graduated from the Three Keys entrepreneurship program, and obtained an 87% GED pass rate.</p> <p>2010-2011: MJCF was not measured for AYP, nor received school grades or alternative school ratings. MJCF had students who did qualify for FCAT measurement that consists of all student subgroups. Learning gains for these students from the 09-10 to 10-11 school year included: 1) Reading- 30% increase for students who obtained a 300 Scale Score or above, 16% growth in total proficiency, 2) Math- 22% growth in total proficiency, 3) Writing- 20% growth in level 3 attainment, maintained 40% proficiency for level 4 attainment and above.</p> <p>2009-2010: MJCF was not measured for AYP, nor received school grades or alternative school ratings. MJCF was deemed “Exemplary” by the Juvenile Justice Educational Enhancement Program (JJEPP) and FDOE Quality Assurance (QA) standards.</p> <p>2008-2009: MJCF was not measured for AYP, nor received school grades or alternative school ratings. MJCF was deemed “Exemplary” by the Juvenile Justice Educational Enhancement Program (JJEPP) and FDOE Quality Assurance (QA) standards.</p>
Science and Curriculum Coordinator	Calvis Williamson	B.A. in Political Science, M.S. in Educational Leadership, ABD in Organizational Psychology. Certifications in Political Science 6-12, MGIC 5-9, and Educational Leadership	8	3	<p>2011-2012: MJCF was not measured for AYP, nor received school grades or alternative school ratings. 62% improvement in student reading lexile scores, 29% were reading proficient as measured by the FCAT, 47% were math proficient as measured by the FCAT, 71% of students improved between pre and post assessments with 59% of this showing greater than 1 grade level improvement, increased food handling certification by 36%, had a 84% return to school rate, armed 34 students with CPR and</p>

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		(all levels).			<p>First Aid certification, 6 students graduated from the Three Keys entrepreneurship program, and obtained an 87% GED pass rate.</p> <p>2010-2011: MJCF was not measured for AYP, nor received school grades or alternative school ratings. MJCF had students who did qualify for FCAT measurement that consists of all student subgroups. Learning gains for these students from the 09-10 to 10-11 school year included: 1) Reading- 30% increase for students who obtained a 300 Scale Score or above, 16% growth in total proficiency, 2) Math- 22% growth in total proficiency, 3) Writing- 20% growth in level 3 attainment, maintained 40% proficiency for level 4 attainment and above.</p> <p>2009-2010: MJCF was not measured for AYP, nor received school grades or alternative school ratings. MJCF was deemed “Exemplary” by the Juvenile Justice Educational Enhancement Program (JJEPP) and FDOE Quality Assurance (QA) standards.</p> <p>2008-2009: MJCF was not measured for AYP, nor received school grades or alternative school ratings. MJCF was deemed “Exemplary” by the Juvenile Justice Educational Enhancement Program (JJEPP) and FDOE Quality Assurance (QA) standards.</p>
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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.
English and Reading	Dale Wade	M.A. in Education (SLD), B.S. in Equine Studies (double major in Communications)/ ESE K-12, Social Studies 6-12, English 6-12, MGIC 5-9, Reading Endorsed.	3	12	2011-2012: MJCF was not measured for AYP, nor received school grades or alternative school ratings. 62% improvement in student reading lexile scores, 29% were reading proficient as measured by the FCAT, 47% were math proficient as measured by the FCAT, 71% of students improved between pre and post assessments with 59% of this showing greater than 1 grade level improvement, increased food handling certification by 36%, had

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					<p>a 84% return to school rate, armed 34 students with CPR and First Aid certification, 6 students graduated from the Three Keys entrepreneurship program, and obtained an 87% GED pass rate.</p> <p>2010-2011: MJCF was not measured for AYP, nor received school grades or alternative school ratings. MJCF had students who did qualify for FCAT measurement that consists of all student subgroups. Learning gains for these students from the 09-10 to 10-11 school year included: 1) Reading- 30% increase for students who obtained a 300 Scale Score or above, 16% growth in total proficiency, 2) Math- 22% growth in total proficiency, 3) Writing- 20% growth in level 3 attainment, maintained 40% proficiency for level 4 attainment and above.</p> <p>2009-2010: MJCF was not measured for AYP, nor received school grades or alternative school ratings. MJCF was deemed “Exemplary” by the Juvenile Justice Educational Enhancement Program (JJEPP) and FDOE Quality Assurance (QA) standards.</p>
Science and Careers	Sarah Umholtz	B.S. Criminal Justice/ Middle Grades Science 5-9	2	2	<p>2011-2012: MJCF was not measured for AYP, nor received school grades or alternative school ratings. 62% improvement in student reading lexile scores, 29% were reading proficient as measured by the FCAT, 47% were math proficient as measured by the FCAT, 71% of students improved between pre and post assessments with 59% of this showing greater than 1 grade level improvement, increased food handling certification by 36%, had a 84% return to school rate, armed 34 students with CPR and First Aid certification, 6 students graduated from the Three Keys entrepreneurship program, and obtained an 87% GED pass rate.</p> <p>2010-2011: MJCF was not measured for AYP, nor received school grades or alternative school ratings. MJCF had students who did qualify for FCAT measurement that consists of all student subgroups. Learning gains for these students from the 09-10 to 10-11 school year included: 1) Reading- 30% increase for students who obtained a 300 Scale Score or above, 16% growth in total proficiency, 2) Math- 22% growth in total proficiency, 3) Writing- 20% growth in level 3 attainment, maintained 40% proficiency for level 4 attainment and above.</p>
Math and Careers	Valerie Taylor	B.S. in Psychology, Math 6-12	0	1	<p>First year teacher for the 12-13 school year at our school, 2nd year teaching.</p>

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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. Posting positions on the district website. Qualified applicants will be screened from the district website/pool of applicants.	District Employment Services Department, Supervisor of Alternative Programs, Program Manager	6/30/2013	
2. Mentor program for new teachers who will pair with experienced teachers.	Supervisor of Alternative Programs, Curriculum Coordinator, Lead Teachers, Program Manager	6/30/2013	
3. Staff Development for first year teachers who will participate in and complete the new teacher program through the district, as well as ongoing professional development for less experienced to more experienced teachers.	District Staff Development Department, Supervisor of Alternative Programs, Program Manager	6/30/2013	
4. Planning time for teachers and for teacher collaboration	Supervisor of Alternative Programs, Lead Teacher, Curriculum Coordinator, Program Manager	6/30/2013	

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
N/A	

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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
4	25% (1)	50% (2)	25% (1)	0% (0)	25% (1)	75% (3)	25% (1)	0% (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
Jane Route	Valerie Taylor	Master Teacher, Lead Educator, Reading Coach, Guidance Counselor, over 27 years of correctional/juvenile delinquent instructional experience.	Modeling, Observation, Consulting, Coaching, and Constructive feedback.
Jane Route	Butch Elkins	Master Teacher, Lead Educator, Reading Coach, Guidance Counselor, over 27 years of correctional/juvenile delinquent instructional experience.	Modeling, Observation, Consulting, Coaching, and Constructive feedback.

***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.

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The District has mandated the use of Common Core State Standards for this school year. This program involves all teachers to be reading teachers as the students will be reading and comprehending complex literary and informational texts independently and proficiently. All students will be learning to delve into text to extract meaning, analyze structure, assess purpose and integrate knowledge and ideas. Content area teachers will be using multiple reading strategies to help students achieve these goals.

Students are provided an individualized track of instruction based on needs. This may include vocational, GED and/or instruction through the Mastery Based Instruction (MBI) program. Reading strategies are documented on each student's MBI template and are embedded within the curriculum. Non-ESE students receive an Individual Academic Plan, which documents reading deficiencies and strategies (goals/objectives) for improvement. Various pre-reading, reading, and post-reading strategies are utilized during small group and individualized instruction. The Program Manager, Instructional Coach, and the Curriculum Coordinator collaborate to ensure all teachers are equipped to provide quality reading instruction.

The reading plan is designed to be in accordance with Marion County Public School's District Reading Plan. Upon entering our schools students receive baseline assessments focused on identifying academic needs, to include reading needs. Teachers also identify student reading deficits in order to adapt their instruction accordingly. After students have completed an initial reading assessment they are enrolled in intensive reading if they have not passed FCAT reading at the expected level, as outlined in the District's Reading Plan. The intensive reading courses are instructed by teachers who hold reading endorsed certification. The intensive reading classes are divided into 50-minute classes and 100-minute classes based on FCAT scores and other reading assessments including, but not limited to, the DAR. All five areas of reading are addressed as needed for the individual students: phonological awareness, phonics, vocabulary, fluency and comprehension. General reading assistance is in the form of specific intensive reading coursework designed to improve students' reading abilities, as well as reading strategy incorporation into all subject areas.

Students will spend much of their day engaged in activities across all content areas focused on increasing their reading proficiency. Administrative and support staff will support teachers' efforts to improve reading and will provide teachers with the curriculum resources, professional development, and supplies/materials necessary to improve student reading. Administrative and reading support staff will also help monitor students' progress in reading. Student progress in reading is assessed quarterly through FAIR and annually through FCAT. Education will report reading progress at treatment team meetings, through quarterly IAP reviews, monthly IEP consults, annual IEP reviews, and/or via progress/grade card reports. Students not making progress will receive reading goal revisions along with strategies adjusted to help them progress. All students have access to a wide range of reading materials through site libraries.

PLAN-

1. Students receive reading goals & strategies based on Common Assessment/DAR assessment results.
2. Students below grade level based on assessment results will be enrolled in intensive reading; the number of minutes per day is based on fluency and comprehension levels.
3. All teachers have reading objectives and will incorporate reading strategies into all content area classes.
4. Teachers will report students' reading progress through IAP reviews, IEP monthly consults, treatment team, and/or progress/grade reports. In addition, monthly literacy walk-throughs and quarterly literacy team meetings are held by the literacy team to monitor student progress, adapt instruction and make adjustments programmatically.

Intensive Reading teachers will continue progress monitoring through fluency reading drills and documentation on students' reading progress through IEP consults or IAP review. Adaptations to short-term goals and objectives may be made for students not making adequate progress. Progress is also monitored quarterly through FAIR and other assessments as needed.

****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?

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Mastery Based Instruction, career training, and GED preparation is core to our curriculum offerings. Students demonstrate mastery through performance based assessments towards each of these components. Relevance to future and motivation factors are included in daily discussion and classroom activities, programming made available to students, as well as workforce readiness training. These are often associated and focused on the student's transition needs, inclusive of goal attainment, employability skills, careers training and the like.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful to their future?

All students are enrolled in career/vocational courses that are taught by a core subject area and highly qualified teacher. All students use employability programming to assist with career planning. The student's course of study is personally meaningful as all student schedules, course and program offerings/enrollment, as well as instruction, is tailored and individualized based on the student's need.

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.

N/A. We do not receive this report for our school. However, many of our students come to us severely credit deficient due to past truancy, behavior, and delinquency problems. Our school programs continue to focus on raising student achievement to allow successful re-entry into the community, school and/or workforce. It is the belief that our effort to secure and retain quality teachers is our most important activity to maintain a high quality educational program. Assisting teachers in meeting NCLB certification requirements and staff development focused on student achievement and working with at-risk student populations is a large focus of our plan.

Our goals for academic success center around improving student academic achievement, increasing math and reading levels as evidenced by entry and exit assessments, and raising the number of standard, Performance-Based, and GED diploma graduates. To succeed in these endeavors we train teachers in research based strategies that incorporate technology, and provide training that specifically targets increasing success for at-risk student populations. In support of this, we upgrade our technology applications and incorporation thereof. We also provide staff development training for using technology in the classroom and best practices to assist at-risk learners. Individual success will be measured through entry and exit results, as well as successful completion of academic programs, progress on IAPs, employability skill enhancement, as well as diploma and vocational certification attainment. We will endeavor to ensure all students have the opportunity to participate in assessment testing and continue to remediate students in need.

The Florida Department of Juvenile Justice philosophy of "Restorative Justice" complements our goal to expand career exploration opportunities by accessing available community resources. The addition of our Transition Specialist is a key resource to further develop the collaboration and partnerships needed to assist our students successfully transition to their communities, schools, and/or the workforce.

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?

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- 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.			Students enter the program with reading deficiencies (phonics, fluency, comprehension, vocabulary).	Diagnose reading deficiencies of level 1 and level 2 students or those scoring 2 or more levels below their current grade level as measured by entry assessments.	Reading Teacher, Instructional Coach, Reading Paraprofessionals	Teacher observation, classroom assessments, testing devices. Review of past assessments and entry assessments.	Common Assessment, FCAT, FAIR, DAR, and GED programming, Fluency drills.
Reading Goal #1:							
Improve reading learning gains.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	29% of students were proficient in reading as measured by the FCAT.	50% of students will make learning gains in reading as measured by the Common Assessment.					
			Many of our students have not been in school regularly, are youth who have been adjudicated, are in a residential program, and come from all parts of the state. A large portion of our students work toward a non-standard diploma, such as the GED. Normally reading goals are based on pre and post test	Small group instruction in intensive reading classes complemented by student’s use of computer-based reading programs to focus on areas of individual need.	Reading Teacher, Instructional Coach, Reading Paraprofessionals	Treatment team, IEP, and IAP reviews, Literacy Team Meetings, progress/report cards.	Common Assessment, FCAT, FAIR, DAR, GED programming, and fluency drills.

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		scores on entry and exit data. While students often are 2-3 grades behind their peers in reading upon entry to the education program, we expect and work toward improvement on standardized assessments, as well as exit testing on the common assessment. Many students are not typically motivated to pass the FCAT since their diploma option does not require it.				
		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 New Common Assessment just implemented in DJJ programs August 20, 2012. Old BASI assessment has been retired for over 1 year. Based on new common assessment for all DJJ residential programs, no comparable data is available.	N/A	50% of all students will show learning gains in reading as measured by the common assessment.	55% of all students will show learning gains in reading as measured by the common assessment.	60% of all students will show learning gains in reading as measured by the common assessment.	65% of all students will show learning gains in reading as measured by the common assessment.	70% of all students will show learning gains in reading as measured by the common assessment.
<u>Reading Goal #2:</u> Improve learning gains in reading over the next 5 years at a rate of no less than 5% per year.							

Reading Professional Development

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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 workshops	All grades	Staff Development	Reading teachers and paraprofessionals	Early releases and scheduled teacher in-services.	Follow up activities through Staff Development	Reading coach, Curriculum Coordinator, Program Manager
Content area reading workshops	All grades	Staff Development	Content area teachers and paraprofessionals.	Early releases and scheduled teacher in-services.	Follow up activities through Staff Development	Reading coach, Curriculum Coordinator, Program Manager
ESOL	All grades	Staff Development	All teachers	According to staff development calendar	Completed certification or endorsement added to certificate	Program Manager and Curriculum Coordinator
Extracurricular Reading Initiatives	All grades	Reading Coach	Reading Coach and all teachers	Early release and scheduled team meetings	Most Valuable Reader Program, frequency counts of number of books read. Young Reader's Program.	Reading Coach, Curriculum Coordinator, and Program Manager

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
Increase reading phonics, fluency, vocabulary and comprehension.	Reading series (Jamestown Reader), Fluency drills, Reading Fidelity observations, Literacy Walk-Throughs	Alternative Programs	N/A
Content area reading	Classroom library books, Upfront, National Geographic Explorer, books	Title I	700
Reading paraprofessional	Staff focused specifically on reading program (fluency drills, small group, reading programs, etc.).	Title I	24,653
			Subtotal: 25,353
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Reading fluency.	My Reading Coach and Lexia Reading	Title I	1400
Increase Reading comprehension.	My Reading Plus, McGraw-Hill ITTS, Pre-GED and GED programming	Title I	392
			Subtotal: 1,792

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Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Staff development in Reading	Department and District In-service	Alternative Programs	N/A
Improve instructional delivery and supplemental program use.	National Dropout Prevention Conference	Title I	630
			Subtotal: 630
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading integration	BrainPop, Encyclopedia Britannica online student edition	Title I	600
			Grand Total: 28,375

End of Reading Goals

Mathematics Goals

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

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

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

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Percentage of students making learning gains in mathematics.			Students need assistance in basic math skills	Students will receive remediation in basic skills to include instruction on focused areas of need	Math teachers, paraprofessionals	Maintain Mastery Based Instruction grades, Progress of math gains	Common Assessment, Ten Marks, FCAT, GED programming
Mathematics Goal #1:							
Improve math learning gains.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	47% of students were proficient in math as measured by the FCAT.	50% of students will make learning gains in math as measured by the Common Assessment.					
			Many of our students have not been in school regularly, are youth who have been adjudicated, are in a residential program, and come from all parts of the state. A large portion of our students work toward a non-standard diploma, such as the GED. Normally math goals are based on pre and post test scores on entry and exit data. While students often are 2-3 grades behind their peers in math upon entry to our sites, we expect and work toward improvement on the common assessment for math.	Individualized and small group instruction. Use of a computer-based math program to focus on areas of individual need. Associate math skills to workplace needs and employability skills.	Math teachers, paraprofessionals	Classroom walk-throughs, progress/report cards, math programming success	Common Assessment, Report card, Grades earned on MBI assignments, FCAT, Math assessment gains.
			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
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2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 New Common Assessment just implemented in DJJ programs August 20, 2012. Old BASI assessment has been retired for over 1 year. Based on new common assessment for all DJJ residential programs, no comparable data is available.	N/A	50% of all students will show learning gains in math as measured by the common assessment.	55% of all students will show learning gains in math as measured by the common assessment.	60% of all students will show learning gains in math as measured by the common assessment.	65% of all students will show learning gains in math as measured by the common assessment.	70% of all students will show learning gains in math as measured by the common assessment.
Mathematics Goal #2: Improve learning gains in math over the next 5 years at a rate of no less than 5% per year.							

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra.			Students need assistance in basic math skills	Students will receive remediation in basic skills to include instruction on focused areas of need	Math teachers, paraprofessionals	Maintain Mastery Based Instruction grades, Progress of math gains	Algebra EOC
Algebra Goal #1: Improve students scoring at a level 3 or above.	<u>2012 Current Level of Performance:*</u> 50% (1) passed the EOC at a level 3.	<u>2013 Expected Level of Performance:*</u> 50% of students will pass the EOC with a level 3.					
			1.2.	1.2.	1.2.	1.2.	1.2.

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		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.	
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	N/A, no data available.	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 N/A	N/A	50% of students will be proficient in the Algebra EOC at a level 3 or above.	50% of students will be proficient in the Algebra EOC at a level 3 or above.	50% of students will be proficient in the Algebra EOC at a level 3 or above.	50% of students will be proficient in the Algebra EOC at a level 3 or above.	50% of students will be proficient in the Algebra EOC at a level 3 or above.
Algebra Goal #3: Improve students scoring at a level 3 or above.							

End of Algebra EOC Goals

Geometry End-of-Course Goals

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* 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.			Students need assistance in basic math skills	Students will receive remediation in basic skills to include instruction on focused areas of need	Math teachers, paraprofessionals	Maintain Mastery Based Instruction grades, Progress of math gains	Geometry EOC
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve students scoring at a level 3 or above.	0% (1) passed at a level 3 or above.	Improve student(s) scoring at a level 3 or above.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	N/A, no data available.	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

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

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Alternative Programs and District Training Courses (i.e. core subject areas, working with at-risk students, etc.)	K – 12	Curriculum Coordinator, Program Manager	School-wide	Teacher in-service days	Training sign-in rosters, logs, notes of follow-up meetings	Lead Educator, Curriculum Coordinator, Program Manager
Math objectives provided by the Curriculum Coordinator per the District's Math Specialist	6 – 12	Math Teachers, Lead Educator, Curriculum Coordinator or Program Manager	School-wide	Teacher in-service days; ongoing training.	Training sign-in rosters, logs, notes of follow-up meetings	Lead Educator, Curriculum Coordinator and Program Manager
Mastery Based Instruction template updates to reflect new math adoptions	K-12	Math Team, Curriculum Coordinator	Math Team	Teacher in-service days	Classroom observation and feedback	Program Manager, Curriculum Coordinator

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
Content area Math	Scholastic Math	Title I	100
			Subtotal: 100
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase math proficiency	McGraw-Hill ITTS, Pre-GED and GED programming	Title I	196
			Subtotal: 196
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Staff development in math	Department In-service	Alternative Programs	0
Improve instructional delivery and supplemental program use. Increase work with at-risk students	National Dropout Prevention Conference	Title I	630
			Subtotal: 630
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Math Integration	BrainPop, Encyclopedia Britannica	Title I	600
			Grand Total: 1,526

End of Mathematics Goals

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Biology End-of-Course (EOC) Goals

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A, no data available.	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.	2.1.	2.1.	2.1.	2.1.
Biology Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A, no data available.	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.

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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
Alternative Programs and District Training Courses (i.e. core subject areas, working with at-risk students, etc.)	K – 12	Curriculum Coordinator, Program Manager	School-wide	Teacher in-service days	Training sign-in rosters, logs, notes of follow-up meetings	Lead Educator, Curriculum Coordinator, Program Manager
Science objectives provided by the Curriculum Coordinator per the District's Science Specialist	6 – 12	Science Teachers, Lead Educator, Curriculum Coordinator or Program Manager	School-wide	Teacher in-service days; ongoing training.	Training sign-in rosters, logs, notes of follow-up meetings	Lead Educator, Curriculum Coordinator and Program Manager
Mastery Based Instruction template updates to reflect new math adoptions	K-12	Curriculum Coordinator	Science Teachers	Teacher in-service days	Classroom observation and feedback	Program Manager, Curriculum Coordinator

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
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Increase student interest in science	Science supplementary materials	Title I	79
Subtotal: 79			
Total: 79			

End of Science Goals

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.
Civics Goal #1: N/A	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.
			1.3.	1.3.	1.3.	1.3.

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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
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: N/A	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						
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
N/A						

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
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

End of Civics Goals

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1:	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.				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.

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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
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: N/A	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

U.S. History Professional Development

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

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
N/A			
			Subtotal:
Technology			

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

*End of U.S. History Goals***Career Education Goals**

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

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

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* 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
1. Career Education Goal						
Arm student with ServSafe food handling certification	2012 Current Level :*	2013 Expected Level :*	Many students have low reading skills and may have difficulty with comprehending the technical language of the food industry.	Provide students with hands-on training through approved course from Workforce Development. In addition students will receive reading support through classroom instruction.	Career Teacher, Reading teacher, Transition Specialist, Curriculum Coordinator, Program Manager	Progress Monitoring
	34 food handling certificates were awarded.	Maintain ServSafe food handling certification courses				The amount of food handling certificates awarded
			Youth lack social and behavior skills needed to effectively function in a workplace	Students will learn proper workplace behavior through Workforce Development training program. In addition students will demonstrate proper behavior outlined in RTI behavior matrix (i.e. School-wide expectations).	Classroom teacher, paraprofessionals	RTI behavior management plan
			1.3.	1.3.	1.3.	1.3.
						Student behavior referrals.
						1.3.

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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
RTI and PBS training	K-12	Staff Development	All staff	Early release	Ongoing training and feedback	Teachers, Lead Educator, Curriculum Coordinator, Program Manager

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
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Grand Total:

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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			Students returning to home and community environments not conducive to helping in the transition process of the student returning to school.	Working with the students returning school district, parent/guardian, program case manager, treatment therapist, aftercare worker and/or Juvenile Probation Officer in preparing a transition plan where all parties agree to their part of the responsibility, as well as the coordination of services in meeting the continued education needs of the student.	Title I D funded Transition Specialist, Lead Educator, Program Manager	Transition 30, 60, and 90 day follow-up calls to the student, parent/guardian, aftercare worker, and/or Juvenile Probation Officer. Tracking of transition data of each exiting student through documentation of information collected through the 30, 60 and 90 day follow-ups.	Transition log review of 30, 60 and 90 day follow-up calls. Tracking of student return to school from transition log data.
OPPAGA reported from information obtained by JJEPP that 79% of DJJ residential students do not return to school upon release. With this information in mind our return to school rate will increase by 10% as measured by transition 90-day follow-up data.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	42 exiting students, 21 earned GED, 1 earned High School Diploma, 1 pursued GED, 9 referred to alternative school, 7 returned to base school, 2 enrolled in private school, and 4 withdrew or dropped out	To maintain current rate of success					
			Students are credit deficient for their age and often overage for their grade level. This	All students will be enrolled in Mastery Based Instruction (MBI) or GED courses. The MBI	Content Area Teachers, Paraprofessionals, Lead Teacher,	MBI and GED completion rates, Student grades	MBI tracker, Report cards, Student transcripts

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		impacts their ability to return to their home districts and enter school.	program will allow students the chance at credit recovery through in an individualized program that will help to bring the student closer to their grade level and on track to attain their educational goals.	Curriculum Coordinator, Program Manager		
		Some students have very few or no credits for their age (16-18 years old) and have historically been non-proficient on the Reading and Math portions of the FCAT	Identified students will be enrolled in Mastery Based Instruction or GED courses. Students will receive individualized instruction in all areas of need.	Content Area Teachers, Paraprofessionals, Lead Teacher, Title I D funded Transition Specialist, Curriculum Coordinator, Program Manager	MBI completion rates, Student grades, TABE and Pre-GED test results	MBI tracker, report cards, GED completion rates

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
RtI	All grades	Staff development	All staff	Early releases and scheduled teacher in-services	Follow up activities through staff development	Program Manager, Curriculum Coordinator
Mastery Based Instruction	All grades	Staff development	Content Area Teachers and Paraprofessionals	Early releases and scheduled teacher in-services	Follow up activities through staff development	Program Manager, Curriculum Coordinator

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

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Individualized instruction	GED preparation	Title I	\$980.00
Subtotal: 980			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
National Dropout Prevention Conference	Transition, dropout prevention strategies	Title I	3,208
Subtotal: 3,208			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Individualized Remediation	GED supplement materials	Title I	\$1700.00
Title I D funded Transition Specialist	Staff specifically assigned to assist with all transition needs	Title I	\$38,000
Grand Total: 43,888			

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? 	

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* 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.
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
N/A						

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
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Grand Total:

End of Attendance Goals

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: 28,375
Mathematics Budget	Total: 1,526
Science Budget	Total: 79
Civics Budget	Total:

2012-2013 School Improvement Plan Juvenile Justice Education Programs

U.S. History Budget	
	Total:
Career Budget	
	Total:
Transition Budget	
	Total: 43,888
Attendance Budget	
	Total:
	Grand Total: 73,868

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.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Describe projected use of SAC funds.	Amount
N/A- No SAC funds released for the past 3 school years.	

Describe the activities of the School Advisory Council for the upcoming year.
The School Advisory Council (SAC) will meet quarterly to serve as a consultative body that provides recommendations on strategies for school improvement. The SAC will serve as an instrumental group to bring in additional resources to enhance the education program at all Alternative Programs sites. The SAC will serve as an advocacy group representing the educational program within the residential and detention facilities, as well as the community at large. The SAC will be informed of all educational initiatives and review the School Improvement Plan for implementation of initiatives at all educational sites. The SAC will make all efforts to ensure that educational and treatment services are effectively coordinated between the educational programs and the facilities these programs are housed within.