FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
for Juvenile Justice Education Programs

2012–2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Alachua Academy	District Name: Alachua
Principal: Madelyn Vallery	Superintendent: Dr. Dan Boyd
SAC Chair: NA	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	Madelyn Vallery	Professional Certification BA – Fisk University M.Ed. – Antioch University	3	12	50% of students showed gains on FCAT assessment
Lead Educator					

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Reading	Cottie Wright	BS – Secondary Social Studies M.Ed. – Secondary Ed.	2	6	Several schools continue to receive AYP and measurable gains

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	Dana Jones	BA – Human Services ESE k – 12 Reading Endorsed English 5- 9	2	3.5	40% of students showed gains on FCAT 60% of students earned credits enough to move up at least 2 grade levels
Math	Lowell Adams	BS – Math 6-12 M.Ed. Math Education	1	16	Classroom math support for Ed Options and GED prep.

| GED Prep. | Danielle Klum (per diem) | BS – Education UF | 3 | 9 | Total of 32 graduates in 3 years. Averaging approximately 11 per year |

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. Advertizing via Florida Works	Program Director	As needed	
2. SBAC Department of professional and paraprofessional personnel	Principal	As needed	
3. Local University Job Fairs	Principal	As scheduled	
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
None	

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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	50%	50%	0	100%	100%	50%	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
Organization in progress			

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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.

Students begin each day in Intensive Reading. All teachers are responsible for approving the content. Students read in groups or individually.
Workshops, staff development, Infinite Campus "My Learning Plan" provide reading strategies available to all Alachua County Staff

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?

Due to the nature of the program and students' needs, teachers offer guidance and direction to help students actually see the possibility of a meaningful future. Many students have difficulty seeing beyond the present day.

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?

"Career Choices" offers insight and reality strategies to help students see the correlation between subject matter and job preparation.

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.

Helping as many students as possible gain HS credit and/or enroll in GED prep classes to help them pass the GED exam which will make them more marketable upon release.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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

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READING GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Percentage of students making learning gains in reading. Reading Goal #1: *Enter narrative for the goal in this box.* To improve reading level by a minimum of one school year gain	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	1.1. Delinquency and lack of prolonged, sustained academic stamina Questionable assessment validity Refusal to test upon entrance	1.1. Utilize computer assisted intensive reading component Remediate basic comprehension skills as evidenced by pre-assessment data Immerse students in vocabulary development activities	1.1. Reading Teacher	1.1. Formal, informal knowledge checks Standardized, school mandated tesinng	1.1. Teacher generated tests, FCAT, FAIR, PMRN
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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**						
Reading Goal #2: *Enter narrative for the goal in this box.* **TBD**							

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
TBD						

Reading 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 Amount000
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total:000

End of Reading Goals
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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.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Percentage of students making learning gains in mathematics. Mathematics Goal #1:			1.1.	1.1.	1.	1.1.	1.1.
Enter narrative for the goal in this box. Students willincrease their level of knowledge in math by one grade level	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	Lack of interest in learning Poor testing	Direct instruction, computer assisted instruction Guided practice	Math teacher.	Classroom Quizzes	Noble Stars test from Renaissance Learning
			1.2.	1.2.	1.2.	1.2.	1.2.
			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**						
Mathematics Goal #2: *Enter narrative for the goal in this box.* The number of students passing the math section of the GED will increase by 50% (24) over six year period							

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra.			1.1. Lack of interest in testing POOR TESTING SKILLS	1.1. Direct instruction, computer assisted instruction Guided practice	1.1. Math teacher	1.1 Classroom Quizzes	1.1. Informal Teacher generated test EOC exam
Algebra Goal #1: *Enter narrative for the goal in this box.* Percentage scoring at achievement level 3 on the Algebra EOC exam will increase by 10%	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			2.1. Lack of interest in testing POOR TESTING SKILLS	2.1. Direct instruction Computer assisted instruction Guided practice	2.1. Math teacher	2.1. Classroom Quizzes	2.1 Classroom Tests EOC exam
Algebra Goal #2: *Enter narrative for the goal in this box.* Percentage of students scoring at or above achievement levels 4 and 5 will increase by 10%	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
May 2012 Rule 6A-1.099811 Revised May 25, 2012			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	**Baseline data 2010-2011**	**57% (24)**	**60% (24)**	**67% (24)**	**73% (24)**	**79% (24)**	**85% (24)**

<u>Geometry End-of-Course Goals</u>

* 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.	1.1.	1.1.	1.	1.1
Geometry Goal #1: *Enter narrative for the goal in this box.* Students will increase by gain of 10%(24)	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	Lack of interest Poor testing skills	Cross-section of teaching strategies	Math teacher	Classroom quizzes	EOC exam.
			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	2	2.1.	2.1.
Geometry Goal #2: *Enter narrative for the goal in this box.* Students will increase by gain of 10% (24)	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	Some students will not be interested in learning or testing	1. Direct instruction, computer assisted instruction Guided practice	Math Teacher	Classroom quizzes	EOC
			2.2.	2.2.	2.2.	2.2.	2.2.
May 2012 **Rule 6A-1.099811** **Revised May 25, 2012**			2.3	2.3	2.3	2.3	2.3 15

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	**Baseline data 2010-2011**						

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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
NA						

End of Geometry EOC Goals

Mathematics Budget

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

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Strategy	Description of Resources	Funding Source	Available Amount000
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total:000

End of Mathematics Goals

Biology End-of-Course (EOC) Goals: There is no science teacher at Alachua Academy.

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

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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: *Enter narrative for the goal in this box.* NA	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal #2: *Enter narrative for the goal in this box.* **NA**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Science Professional Development

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

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

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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
			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:000

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)).

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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: *Enter narrative for the goal in this box.* All students will show learning gains As evidenced by post testing	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* *0*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* *50%*	Rapid Transition	Condensed curriculum.	Social Studies Teacher	Post testing data	Pre and post computer generated Civics test
			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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

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Civics Professional Development

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
NA						

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.

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:000

End of Civics Goals

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<u>U.S. History End-of-Course (EOC) Goals</u> *(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>U.S. History</u> Goal #1: *Enter narrative for the goal in this box.* 70% (24) will show 20% (24) gains in historical knowledge as evidenced by pre/post testing data	<u>2012 Current Level of Performance:*</u> *Enter numerical data for current level of performance in this box.*	<u>2013 Expected Level of Performance:*</u> *Enter numerical data for expected level of performance in this box.*	Apathy	Teach with multiple learning techniques.	Social Studies/History teacher	Post testing data	Teacher made and computer generated pre/post tests measurability
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
<u>Civics</u> Goal #2: *Enter narrative for the goal in this box.* **NA**	<u>2012 Current Level of Performance:*</u> *Enter numerical data for current level of performance in this box.*	<u>2013 Expected Level of Performance:*</u> *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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

U.S. History Professional Development

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

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

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:000

End of U.S. History Goals

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Career Education Goals

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

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

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

CAREER EDUCATION GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Career Education Goal *Enter narrative for the goal in this box.* Provide career guidance to all students to assist them transition to college and/or the job market	**2012 Current Level :*** *Enter numerical data for current goal in this box.*	**2013 Expected Level :*** *Enter numerical data for expected goal in this box.*	1.1. Violations of the law prohibit pursuit of certain career choices Transportation to training	1.1. Register students for FACTS Organization Allow students to complete certifications in: CPR/First aid, Drugs & alcohol, Serve Safe	1.1. Reading/LA ESE/Career Choices Teacher	1.1. Develop exit transition portfolio for student	1.1. Job security
			1.2.	1.2. Enroll/register students for ready to work	1.2.	1.2.	1.2 Attainment of certificates by assessment.
			1.3.	1.3. Prepare resumes	1.3.	1.3.	1.3.

Career Education 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

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

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:
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:000

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.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Guiding Questions to Inform the Problem-Solving Process
• How does the program deal with transition planning (entry and exit transition)?
• How many students successfully transition (e.g., return to school, find employment)?

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

TRANSITION GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Transition Goal *Enter narrative for the goal in this box.* To eliminate communication barriers between other schools in reference to receiving and sending student information expeditiously	2012 Current Level :* *Enter numerical data for current goal in this box.*	2013 Expected Level :* *Enter numerical data for expected goal in this box.*	1.1. Lack of accessibility to Infinite Campus throughout the state	1.1. More collaboration on an "as needed" basis	1.1. Data Base Manager	1.1. More timely efficient accessibility to student information	1.1. Up to date student record keeping
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Transition Professional Development NA

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
NA						

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Transition Budget (Insert rows as needed)NA

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:000

End of Transition Goal(s)

2012-2013 School Improvement Plan Juvenile Justice Education Programs
Attendance Goal(s) (For Day Treatment Programs Only)

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

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

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

ATTENDANCE GOAL(S)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance Goal # 1			1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	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.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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

Attendance Budget (Insert rows as needed)NA

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:000

End of Attendance Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Final Budget (Insert rows as needed)NA

Please provide the total budget from each section.
Reading Budget
Total:
Mathematics Budget
Total:
Science Budget
Total:
Civics Budget
Total:
U.S. History Budget
Total:
Career Budget
Total:
Transition Budget
Total:
Attendance Budget
Total:000
Grand Total:000

2012-2013 School Improvement Plan Juvenile Justice Education Programs

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☐ Yes   ☐ No

If No, describe measures being taken to comply with SAC requirement.
Organization, in the new year, is already on the January, 2013 agenda

Describe projected use of SAC funds.	Amount

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