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: Cypress Juvenile Residential Facility	District Name: Okeechobee
Principal: Hope A. Sheppard, Lead Teacher	Superintendent: Ken Kenworthy
SAC Chair: Randy Weigum	Date of School Board Approval: 11/06/2012

Student Achievement Data:

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Lead Educator	Hope Sheppard	Bachelor of Arts/ ESE K-12; Math 5-9; Science 5-9	2	2	N/A

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Instructional Coaches

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

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

Effective and Highly Effective Teachers

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Teacher	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Reading; English; Social Studies	John Russ	Master of Science/ History 6-12 English 6-12 Social Studies 5-9; Reading Endorsement; Middle Grades Endorsement; School Principal-All Levels	1..25	21+	Last year, 51% of the population was pre- and post- tested on the New Century Education Diagnostic Test. 65% of those students (13 out of 20) made gains in reading. The average grade level gain was 1.5. 49% of students were pre- and post-tested using the Common Assessment/BASI. 58% of those students (11 out of 19) main grade level gains in reading.
Math; Science	Linda Jolly	BA-Elem. Ed.; ESE K-12; MGIC; Math 5-9; Science 5-9; ESOL Endorsement;	2.5	13	Last year, 51% of the population was pre- and post- tested on the New Century Education Diagnostic Test. 65% of those students (13 out of 20) made gains in math. The average grade level gain was 1.6. 49% of students were pre- and post-tested using the Common Assessment/BASI. 68% of those students (13 out of 19) main grade level gains in math.
Building Construction Technologies	Lambert Hazellief	Vocational Instruction (Temporary)	<1	<1	N/A

Effective and Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Reimburse college tuition for course work teachers must complete to be highly qualified	Jerry Neely	On-Going	
2. Reimbursement for all certification tests and certification renewals.	Jerry Neely	On-Going	
3. Salary increases for teachers who obtain high qualified status in high need areas.	Jerry Neely	On-Going	
4. New teachers undergo comprehensive training program to prepare them for working in a DJJ school	Jerry Neely	On-Going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Linda Jolly-Business Education	Take and pass the subject area examination for Business Education. Add subject area to certification.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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	0	67% (2)	33% (1)	33% (1)	100%	33% (1)	0	33% (1)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Hope Sheppard	John Russ	Lead Teacher Classroom Teacher relationship	Informal/Formal walkthrough observations monthly. Joint review and analysis of data with use of thinking maps to develop tactical and strategic tactical improvements in the classroom setting and instructional delivery.
Hope Sheppard	Linda Jolly	Lead Teacher Classroom Teacher relationship	Informal/Formal walkthrough observations monthly. Joint review and analysis of data with use of thinking maps to develop tactical and strategic tactical improvements in the classroom setting and instructional delivery.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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.

All students reading abilities will be evaluated within 14 school days of entering the program. Students in need of assistance to improve their reading level will receive assistance along with having access to a wide range of vocabulary books. Assistance will be in form of specific coursework designed to improve students' reading as well as structured reading accomplished during regular educational courses, including both vocational and academic courses.   It is expected that teachers will provide reading activities in all classes in which students are enrolled in order to help students learn about their subject and to improve their overall reading performance. Teachers with assigned classes other than reading who are not reading endorsed will take at least one reading endorsement course per year until they obtain their reading endorsement. Content area course curriculum will be supplemented with reading comprehension activities using supplemental resources (e.g., edhelper.com). CJRF, at times, uses a thematic approach to education and theme activities will be supplemented with internet research activities and supplemental readings. Student reading abilities will be evaluated using DJJ Common Assessment, New Century Education (NCE), Florida Ready to Work (WIN), and the state's FAIR assessment. NCE and DJJ Common Assessment will be administer upon entry and exit to each student. FAIR assessments will be conducted three times during the school year. Formal Components of the Reading Plan: CJRF's reading plan is designed to be in accord with Okeechobee County School District's Reading Requirements for all students. Upon entering the CRJF, students are administered New Century Reading Pre-test as well as other required state tests to determine a student's reading proficiency. Other initial screening instruments are also used by teachers to determine a student's proficiency and to adapt instruction accordingly, including the student's prior FCAT reading scores, and other formal and informal teacher assessments.   After students have completed the initial reading assessment they are expected to be enrolled continuously in intensive reading if they have not passed FCAT reading at grade levels as outlined in the Okeechobee County Reading Plan. The duration of time per day students are enrolled in intensive reading will be dependent on their fluency levels as indicated on a state or district score. Overall, it is expected that students will spend at least 90 minutes per day reading in their intensive reading class or other courses. Reading in courses other than intensive reading must be included in teachers' lesson plans in order to document that students are reading 90 minutes every day. Since some students spend the majority of their day enrolled in vocational courses, vocational instructors will also document reading in their classes, which is expected to be at least 45 minutes per day. Vocational instructors will also be provided professional development to improve reading in their classes. Administrative staff will support teachers' efforts to improve reading at the CJRF and will provide teachers with the curriculum resources endorsed by the district's reading plan used to improve students' reading. Administrative staff will also help monitor students' progress in reading. Student grades, New Century, WIN, and FAIR reading reports will be used as monitoring tools for reading progress. Teachers will report progress monthly at treatment team meetings. Students not making monthly progress will receive reading goal revisions along with strategies adjusted to help them progress. In addition, the Diagnostic Assessments of Reading (DAR) and the Woodcock–McGrew-Werder Mini-Battery of Achievement (reading sections) test will also be available to reading teachers in order to diagnose problems for students that are not making progress.

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?

CRJF offers career and vocational training in Building Construction Technologies, Computers for College and Careers, and a variety of other courses leading to OCPs and certification in Business Management and certain IT programs. All students are required to enroll in career courses and complete at least one course toward an OCP in one of the previously mentioned career and vocational areas. Additionally, thematic activities include exploratory activities of careers associated with the current themes and instructional units (e.g. Space theme: space, flight, science careers. Music and the Performing Arts: careers in theater, music, etc). Florida Ready to Work and career courses leading to industry certification make explicit connections between the subjects and the students' futures. Teachers contribute by incorporating real world problems situations into content area classes.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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 meet with Lead Teacher within 14 days of enrollment to develop an Individual Academic Plans or Individual Education Plans through a comprehensive evaluation of the students' needs. Student, teacher, and parent input are used in developing IAP/IEPs and all student IAP/IEPs include goals and objectives in career planning. All students use career exploration tools like Bridges.com (Choices), Facts.org, or employflorida.com. Students are enrolled and obtain certifications from Florida Ready to Work. All students are enrolled in one or more vocational courses leading to an OCP. Academically, all high school students have a four year graduation plan and take courses required to complete those requirements. Academic education generally focuses on improvements in reading, mathematics, and writing. Students nonetheless earn high school credits in a wide range of academic courses. Academic teachers also supplement the curriculum with computer-based instruction. All students have access to a computer at least 6 hours per week. Students make use of computers for computer-assisted instruction, conducting research, career inventories, and to learn word processing skills. As mentioned, all students have access to career and vocational training. CJRF also includes Home Builders Institute which operates a school-within-a-school. Home Builders provides apprenticeship training that focuses on hands-on construction skills, workplace focused math and literacy, employability skills, safety training, green building and community restoration projects. The graduates qualify for placement in careers in home building construction trades upon their release from the facility. Vocational and academic teachers also collaborate to teach reading and math across the curriculum areas. The academic teachers provide additional assistance in teaching applied vocational mathematics topics specific to the vocation trades.

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.

As the following link indicates, there is no data available for CJRF on the High School Feedback Report.
http://data.fldoe.org/readiness/default.cfm

However, students use New Century Education computer software that provides students with customized curriculum designed to attack student weaknesses, fill gaps, and raise student Math and English skills.

PART II: EXPECTED IMPROVEMENTS

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

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

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

READING GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Percentage of students making learning gains in reading. Reading Goal #1: Students will make gains to close the gap between actual and grade level expectations in reading skills during their residence at the Cypress Juvenile Residential Facility (CJRF). During a typical 4-9 month stay the students will gain 1-1.5 years or more on their reading grade level. We hope to help students make gains so that they are either on or near grade level for reading when they depart CJRF.	2012 Current Level of Performance:* 51% of the population was pre- and post-tested on the New Century Education Diagnostic Test. 65% of those students (13 out of 20) made gains in reading. The average grade level gain was 1.5. 49% of students were pre- and post-tested using the Common Assessment/BASI. 58% of those students (11 out of	2013 Expected Level of Performance:* 80% of all students will make learning gains of 1-1.5 grade levels or more based on comparisons of New Century criterion based reading pre-test and post-test scores	1.1. Reading goals are based on New Century Education reading pre and post test scores as well as required state reading tests (such as Ready to Work and FAIR). Though students often are 2-3 grades behind their peers in reading upon entry to the CJRF, we nonetheless expect and work toward students passing their grade level FCAT reading test.	1.1..Small group instruction in intensive reading classes, heavy emphasis on content area reading instruction, and use of a computer-based reading program used to focus on defined areas of individual weakness. Continued monitoring of students' progress so that students are able to read on grade level and pass GED reading and/or FCAT reading tests.	1.1.Mr. Russ	1.1. Monthly reports at individual student treatment team meetings detailing student progress in reading and Quarterly FAIR reading reports	1.1. New Century Education gains reports in reading in inference, comprehension, and vocabulary as well as New Century Education post-test in reading.

19) gains in reading.					
		1.2. Students feel that the FCAT reading test is too difficult for them to pass and may opt to take the GED.	1.2. Small group instruction using released FCAT tests focused on FCAT reading gains	1.2. Mr. Russ	1.2. Evaluation of students' progress on the FCAT reading test in October and April	1.2. FCAT reading scores
		1.3. Students, especially ELL are intimidated by targeted reading level texts and refuse to read "baby books."	1.3. Use of High/Low reading materials and interactive computers programs like NCE and WIN to provide interesting materials for struggling readers. ELL training for teachers.	1.3. Mr. Russ	1.3. Monthly reports at Formal Educational Treatment team meetings detailing student progress in reading.	1.3. New Century Education post-test in reading. Gains in Florida Ready to Work Reading scores

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.*							

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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Comps	6 - 12	To be determined by district	Mrs. Jolly, Mr. Hazellief	30 hours each	Observation of classroom instruction	Ms. Sheppard
ESOL Comps	6-12	To be determined by district	Mr. Russ	TBD	Observation of classroom instruction	Ms. Sheppard

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading texts aligned with district core and supplementary approved material	Impact readers and other approved reading materials (including Bluford Series Books)	Instructional Materials	Previously Obtained
Library books & other reading materials	High interest reading materials for school library, and student check-out	School budget/Title I	$1000
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Focus on needed areas of remediation, such as reading comprehension, inference, and vocabulary	New Century Education Reading license renewal & maintenance	Title I	$2700.00 (Split with Math $1,350.00)
Florida Ready to Work software in reading	Students will work on reading improvement using Florida Ready to Work reading software so that they may earn an industry-recognized work certification.	Software is free of charge	$0.00
			Subtotal: $1,350.00
Professional Development			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Strategy	Description of Resources	Funding Source	Available Amount
Enroll teachers in reading courses	State, district, and IRSC reading classes	Professional Development Budget	$1,500.00
Enroll teachers in ESOL courses	State, district, and IRSC reading classes	Professional Development Budget	Same as Above
New Century and Florida Ready to Work Training	Training hours purchased through NCE. State provided training on WIN.	Title 1	$00.00
			Subtotal: $2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives for Gains	Tangible Incentives	Budget	$500.00
			Grand Total: $4,550.00

End of Reading Goals

Mathematics Goals

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

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<table>
<tr><th colspan="3">MATHEMATICS GOALS</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr>
<td colspan="3">1. Percentage of students making learning gains in mathematics.

<u>Mathematics Goal #1:</u>

Students will make gains to close the gap between actual and grade level expectations in mathematic knowledge and skills during their residence at the Cypress Juvenile Residential Facility (CJRF). During a typical 4-9 month stay the students will gain 1-1.5 years or more on their mathematics grade level. We hope to help students make gains so that they are either on or near grade level for mathematics when they depart CJRF.</td>
<td>1.1. Many of CJRF students have had poor attendance and have not learned basic skills (multiplication) or precursor skills like working with fractions or decimals to be able to pass math FCAT or the algebra and geometry EOC exams.</td>
<td>1.1. Use New Century and supplement with small group study Focused y on Algebra 1 and Geometry EOC content, particularly for those students seeking a standard diploma.</td>
<td>1.1. Mrs. Jolly</td>
<td>1.1. Monthly reports at Formal Educational Treatment team meetings detailing student progress in mathematics.</td>
<td>1.1. New Century Education gains reports in mathematics as well as New Century Education post-test in mathematics.</td>
</tr>
<tr>
<td></td>
<td colspan="2"><u>2012 Current Level of Performance:*</u>

51% of the population was pre- and post-tested on the New Century Education Diagnostic Test. 65% of those students (13 out of 20) made gains in math. The average grade level gain was 1.6. 49% of students were pre- and post-tested using **the** Common Assessment/ BASI. 68% of those students (13 out of 19) gains in math.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td colspan="2"><u>2013 Expected Level of Performance:*</u>

80% of all students will make learning gains of one grade level or more based on comparisons of New Century criterion based math pre-test and post-test scores.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td colspan="2"></td>
<td>1.2. Many CJRF students work toward GEDs. These students typically are not motivated to pass the EOCs since the GED does not require passing it.</td>
<td>1.2. Use New Century Education supplemented with individual tutoring.</td>
<td>1.2. Mrs. Jolly</td>
<td>1.2. Evaluation of students' progress on the EOC exams as well as the GED math exams.</td>
<td>1.2. EOC and GED scores</td>
</tr>
<tr>
<td></td>
<td colspan="2"></td>
<td>1.3. Students are typically unfamiliar with the kind of math problems they encounter on the Florida Ready to Work math exam and need help with tackling real world math problems.</td>
<td>1.3. Use WIN software. Also include real world math problems in vocational classes.</td>
<td>1.3. Mrs. Jolly</td>
<td>1.3. WIN gains reports as well as WIN pre/post data</td>
<td>1.3. Florida Ready to work Certifications issued.</td>
</tr>
</table>

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

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 Students have had poor attendance and have skill gaps in basic skills	1.1. Focus on Linear Algebra	1.1. Mrs. Jolly	1.1. NCE Gains / 28 day treatment team progress evaluations and practice test results	1.1. EOC scores
Algebra Goal #1: Algebra 1 is the primary math course required by our population which consists of mostly 8, 9th graders or higher level students who have previously failed the Algebra one course.	2012 Current Level of Performance:* 0% (0 of 1) earned a level 3.	2013 Expected Level of Performance:* 50% or higher level 3 passing rate on the Algebra 1 EOC.					
			1.1. Students are apathetic regarding taking the test	1.2. Use reinforcements/ incentives	1.2. Mrs. Jolly	1.2. NCE Gains	1.2. EOC scores
			1.2. Students do not have good test taking skills	1.3. Use released tests in "prep" classes	1.3. Mrs. Jolly	1.3. Student progress. Successively improve practice test results.	1.3. EOC scores

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			2.1. No students have scored greater than a 3.	2.1. Use peer to peer teaching from students in more advanced classes.	2.1. Mrs. Jolly	2.1. Students demonstrating success will be given supplemental activities assisted by more advanced students while the math teacher focuses on struggling students.	2.1. EOC scores
Algebra Goal #2: Algebra 1 is the primary math course required by our population which consists of mostly 8, 9th graders or higher level students who have previously failed the Algebra one course.	2012 Current Level of Performance:* 0 Percent (0 of 1) scored over a 3.	2013 Expected Level of Performance:* One or more students will score 4 or 5 on the EOC.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Algebra Goal #3: *Enter narrative for the goal in this box.*							

End of Algebra EOC Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Geometry End-of-Course Goals

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Students requiring the geometry EOC at OIHH either completed some or their entire Geometry course at another school and most likely had attendance gaps causing them to miss valuable information.	1.1. Students will be given diagnostic testing and individual academic prescription based on their pretest results.	1.1. Mrs. Jolly	1.1. Monthly Review of Progress	1.1. File review and EOC Scores
Geometry Goal #1: Geometry is rarely completed at Cypress Juvenile Residential Facility (CJRF) due to enrollment demographics (age, grade) and academic progression, and length of 4 to 9 months. Most of our students get stuck in Algebra 1. In the future it is likely we will have some students in Geometry or who have failed their initial Geometry EOC. Students will be given diagnostic testing and individual academic prescription based on their pretest results.	2012 Current Level of Performance:* 2 students were required / tested for the Geometry EOC. Both students passed for a 100% passing rate.	2013 Expected Level of Performance:* 80% of students who take the test will pass with a Level 3 score or higher.					
			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: Not Applicable	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

			2.2.	2.2.	2.2.	2.2.	2.2.	
			2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**							
Geometry Goal #3: Not Applicable								

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
New Century Training	6-12	New Century Education	Linda Jolly	TBD	Monitoring Interim and Exit Gains	Ms. Sheppard

End of Geometry EOC Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs
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
Annual New Century Licenses	12 month license	Title 1	$1,350.00
			Subtotal: $1350.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
New Century and Florida Ready to Work Training	Training hours purchased through NCE. State provided training on WIN.	Title 1	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives for Gains	Tangible Incentives	Budget	$500.00
			Grand Total: $2,350.00

End of Mathematics Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs
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: Not Applicable	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal #2: Not Applicable	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

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

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

Science Budget (Insert rows as needed)

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

End of Science Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1: All Middle School students are required to take the EOC to be promoted to high school. Following the district lead we will offer Civics to 7th and 8th grade students who have not taken the course.	2012 Current Level of Performance:* We have not offered Civics prior to this year.	2013 Expected Level of Performance:* 80% of students who take the Civic EOC will pass.	1.1. We have never offered the course before. Also, middle students in CJRF tend to be far behind their peer group. They see school as hopeless and plan on getting a GED.	1.1. We have ordered the same texts to be used by the county and we have a teacher with the proper certifications to teach the class. We will include guidance in our intake sessions to make explicit how important this class is for progression.	1.1. Mr. Russ	1.1. Review of progress for students enrolled every 28 days for formal treatment teams.	1.1. Teacher observation
			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. Civics Goal #2: Not Applicable	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2.1.	2.1.	2.1.	2.1.	2.1.

		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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
Purchased the 2012 Florida Civics Textbook	6 texts, teacher edition, workbooks	Curriculum budget	$600
			Subtotal: $600.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Online resources available from the textbook provider	Florida teacher Lesson Center	Included in textbook pricing	$0
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $600.00

End of Civics Goals

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

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

U.S. History EOC Goals		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History. **U.S. History** Goal #1: Not Applicable. To be implemented in the 2013-2014 school year.	2012 Current Level of Performance:* / 2013 Expected Level of Performance:*	1.1.	1.1.	1.1.	1.1.	1.1.
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
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. U.S. History Goal #2: Not Applicable	2012 Current Level of Performance:* / 2013 Expected Level of Performance:*	2.1.	2.1.	2.1.	2.1.	2.1.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

U.S. History Professional Development

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

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

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

			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $00.00

End of U.S. History Goals

Career Education Goals

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

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

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

CAREER EDUCATION GOAL(S)			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Career Education Goal			1.1. CJRF is a 4-9 month program. Students take intensive reading and plus one elective each trimester. This doesn't leave students enough time to complete 1.0 vocational credit toward an OCP. CJRF was also set-up as a courseware only FRW center. It will continue to be a courseware-only center until FRW receives additional directives from FLDOE to be designated as a test center.	1.1. Manage student schedules to give two vocational courses in one semester when practical. Look for a work around test site or to make CRJF a testing site. In the meantime continue to have students use the WIN site to prepare for certification testing after they leave the program.	1.1. Ms. Sheppard	1.1. Monitor levels of performance and track student performance levels on departure.	1.1. G4S school report card
Cypress Juvenile Residential Facility (CJRF) is a type 2 career program with technical training in building maintenance and career courses' leading to work certifications or OCPs in various office management or IT vocational career paths.	2012 Current Level :* 0% of students completed a course toward OCP A in either business management or IT fields. 4 students received a Pre-ApprenticeshipCertification from Home Builders	2013 Expected Level :* 50% of students will earn industry certifications or OCP A in 2012..					

		institute.			
		1.2. Some students have difficulty completing the 6 month HBI curriculum during their 4-9 month stay at CRJF	1.2. Expedite assessment and enrollment into HBI.	1.2. Ms. Sheppard	1.2. Evaluating student completion of career courses.
		1.3. Career courses do not hold the interest of students and funding is lacking to purchase equipment to develop projects.	1.3. Seek new learning materials, bring in guest speakers, and find other sources of experiential learning and / or projects for students' access through the internet.	1.3. Mrs. Jolly	1.3. Evaluation of student performance in vocational classes and on Vocational IAP goals
		1.4 Limited use of computer lab with academic and vocational classes both needing to use it.	1.4 Acquisition of new equipment, computers, hardware, software, and curriculum through awarded Perkins Grant. Ensure all classes are getting time in the computer lab until 2nd computer lab is up and functional.	1.4. Ms. Sheppard	1.4. Searching for vendors, ordering of equipment, monitoring use of computer lab.

(continued columns)

1.2. G4S school report card
1.3. OCPs earned by students as well as progress in performance levels on WIN.
1.4. Student performance on computer based programs, OCPs earned, Microsoft Certifications earned, and progress in performance levels on WIN,.

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
Training on Common Assessment	6 - 12	DOE Webinar	Ms. Sheppard, Mrs. Jolly, Mr. Russ	August 2012	Monitor student testing and test results	School Report Card
Training on Ready to Work testing procedures	6 - 12	Pending/WIN	Ms. Sheppard, Mrs. Jolly, Mr. Russ	TBD	Implementation on to-do list	To do list

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
Ready to Work Test Center	WIN Certification Tests on-line	Provided by DJJ	No Cost
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Building of Business Learning lab	Tables, Chairs, Computers, Hardware, Software, Curriculum	Perkins Grant	$40,645.00
			Subtotal:$40,645.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
MSi Training Program	Staff Training/Curriculum Use	Perkins Grant	Included Above
Training on Common Assessment	Webinar	No cost	$0.00
Training on WIN Certification tests	TBD	No Cost	$0.00
Business Certification and Update of Teacher Certificate	FLDOE Test and Certification	$300	$300.00
			Subtotal: $300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total: $40,945.00

End of Career Education Goal(s)

2012-2013 School Improvement Plan Juvenile Justice Education Programs
Transition Goal(s)
Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

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

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

TRANSITION GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Transition Goal All students are expected to have a transition plan in place prior to exiting the program that identifies next school placement and/or recommended places of employment and long term educational goals	2012 Current Level :* 100% of students completing the program will have a transition plan identifying education and employment procedures and goals.	2013 Expected Level :* 100% of students completing the program will have a portfolio containing a transition plan and required documentation needed to meet education and employment goals.	1.1. While students exiting the program have always had a transition plan with identified educational plans and goals, we have now organized more detailed plans that will be more useful to assist students to have a successful transition. We intend to focus on improving our transition procedures so that students are more likely to succeed once they return to their home community.	1.1. Develop a more systematic transition plan that includes a detailed school reentry plan, employment plan, continuing goals, and community support information.	1.1 Ms. Sheppard	1.1. Reviews of transition, exit conference reports. Evaluation of student portfolios.	1.1. Transition plans; Student portfolios; phone calls to follow-up on student's successful reentry to their home communities.
			1.2. Students do not have social security card once they return to their home community .	1.2. Assist students to have the needed identification documentation to obtain a reissued social security card once they return home.	1.2.Ms. Sheppard	1.2.Review student portfolios for the number of students receiving needed identification information	1.2. Transition plans; Student portfolios; phone calls to follow-up on student's successful reentry to their home communities.
			1.3 Students do not have a birth certificate or have not taken the ADAPT courses for their Driver's Permit in order to facilitate their transition back to their community	1.3. Enroll students in the ADAPT course and provide students with information to obtain original birth certificates upon discharge..	1.3. Ms. Sheppard, Mr. Russ	1.3.Monitor the number of students who either take the ADAPT course or receive information regarding obtaining the birth certificate.	1.3. Transition plans; Student portfolios; phone calls to follow-up on student's successful reentry to their home communities.

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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Transition	6-12	Ms. Sheppard	Ms. Jolly and Mr. Russ	Monthly in weekly Educational Team meeting	Disseminate information and provide training to teachers to assist in the transition process.	Ms. Sheppard

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
Provide Student Ready-to-Work Portfolios	Pocket Portfolios, paper, ink, labels, handouts, pamphlets	General Budget/Title 1	$500
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize internet to Access ADAPT software and exam	Desktop computer with internet connection and Insight	General Budget	$0.00 (Previously purchased)
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total: $500.00

2012-2013 School Improvement Plan Juvenile Justice Education Programs
End of Transition Goal(s)

<u>Attendance Goal(s)</u> (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. **Not Applicable** **Cypress Juvenile Residential Facility is a residential program and not Day Treatment.**	2012 Current Attendance Rate:* *Enter numerical data for current attendance rate in this box.* 2012 Current Number of Students with Excessive Absences (10 or more) *Enter numerical data for current number of absences in this box* 2012 Current Number of Students with Excessive Tardies (10 or more) *Enter numerical data for current number of students tardy in this box.*	2013 Expected Attendance Rate:* *Enter numerical data for expected attendance rate in this box.* 2013 Expected Number of Students with Excessive Absences (10 or more) *Enter numerical data for expected number of absences in this box.* 2013 Expected Number of Students with Excessive Tardies (10 or more) *Enter numerical data for expected number of students tardy in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.

		1.3.	1.3.	1.3.	1.3.	1.3.

Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs
End of Attendance Goals

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: $4,500.00
Mathematics Budget
Total: $2,350.00
Science Budget
Total: $0.00
Civics Budget
Total: $600.00
U.S. History Budget
Total: $0.00
Career Budget
Total: $40,945.00
Transition Budget
Total: $500.00
Attendance Budget
Total: $0.00
Grand Total: $48,295.00

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☒ Yes   ☐ No

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

Describe projected use of SAC funds.	Amount

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