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: Pompano Substance Abuse Centre	District Name: Broward
Principal: David Watkins	Superintendent: Robert W. Runcie
SAC Chair: R. Hudson & N. Lester	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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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	David Watkins	Professional Certificate Educational Leadership K-12 and Social Sciences 5-9 Ed.S. Educational Leadership M.A. Social Studies Education	9	10	2010-2011 Grade: Pompano Substance Abuse is a DJJ school and, therefore, does not receive a school grade. Reading Learning Gains (BASI): 48% (35) Math Learning Gains (BASI): 58% (43) AYP: No Subgroups made AYP in Reading. No Subgroups made AYP in Math 2009-2010 (Stranahan High School Reading Mastery: 43% Math Mastery: 74% Science Mastery: 37% Writing Mastery: 90% AYP: No Subgroups made AYP in Reading. No Subgroups made AYP in Math 2008-2009 Grade: Not Rated Reading Mastery: 10% Math Mastery: 25% Science Mastery: 0 % Writing Mastery: 68% AYP: No subgroups met AYP for Reading and Math.
Lead Educator	Sharon I. Grant	M.A. Educational Leadership (K-12) Guidance (K-12) English (6-12	2	12	2010-2011 Grade: N/A 2009-2010 Grade: C (Piper) 08/09 performance- Piper HS grade was "C" with a score of 454. AYP status was NO- 72% of criteria met

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	Mary Shaw	**Degrees:** Bachelor of Science in Elementary Education; Masters in Exceptional Student Education; **Certifications**: Early Childhood, Elementary Education, Exceptional Student Education, Gifted Endorsement, ESOL Endorsement, Reading (K-12)	12	7	2010-2011 Grade: Pompano Substance Abuse Center is a DJJ school and, therefore, does not receive a school grade. Reading Learning Gains (BASI): 48% (35) Math Learning Gains (BASI): 58% (43) AYP: No subgroups met AYP for Reading. 2009-2010 Reading Mastery: 13% AYP: No subgroups met AYP for Reading. 2008-2009 Reading Mastery: 15% AYP: No subgroups met AYP for Reading. 2007-2008 Reading Mastery: 4% AYP: There were no subgroups that made AYP in Reading.

Math	Renee Hudson	Bachelor of Arts in Psychology; Masters in Curriculum and Instruction; Certified in Mathematic 5-9 and 6-12; Masters in Education Leadership	7	4	2010-2011 Grade: Pompano Substance Abuse Center is a DJJ school and, therefore, does not receive a school grade. Math Learning Gains (BASI): 58% (35) AYP: There were no subgroups that made AYP in Math 2009-2010 Grade: Not Rated Math Mastery: 19% AYP: There were no subgroups that made AYP in Math 2008-2009 Math Mastery: 25% AYP: There were no subgroups that made AYP in Math 2007-2008 Math Mastery: 6% AYP: There were no subgroups that made AYP in Math
Reading Coach	Gladymir Veillard	Master of Science in Reading (K-12) Bachelor of Science in Elementary Education (K-6) with ESOL Endorsement Certified English (6-12)	1	1	New to Pompano Substance Abuse Center
Science	Lotoya Joseph-Brown	Bachelors of Arts in Marketing Masters of Science in Science Education; Certification: Science 5-9 and Mathematics 5-9	1	1	New to Pompano Substance Abuse Center

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.*

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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	Mitch Heater	Physical Education HOUSSE Math (6-12) HOUSSE English (6-12)	24	25	2010-2011 58% of students (12) made learning gains in math as measured by the BASI
Unified Arts& Critical Thinking	Lynne Roback	Reading Endorsement ESOL Endorsement French English (6-12)	13	16	2010-2011 40% of students (8) made learning gains in reading as measured by the BASI 60% of students (12) made learning gains in writing as measured by the BASI T

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. New Educator Support System (NESS)	Joan Sternberg		There are no new teachers assigned to this school, however, should new teachers be assigned, they will participate in NESS.
2. Professional Study Days & Professional Learning Community	Sydney Culver	9/16/12, 10/14/12, 11/1/12, 12/6/12, 1/10/13, 1/10/13, 2/21/13, 3/14/13, 4/4/13	Sidney Culver

3.	Small Team Learning Community	Mary Shaw	6/6/2012	

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

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	% of First-Year	% of Teachers with	% of Teachers with	% of Teachers with	% of Teachers wi	% Highly Effect	% Reading Endor	% National Board	% ESOL Endorse

2012-2013 School Improvement Plan Juvenile Justice Education Programs

In struc tio nal Sta ff	Te ach ers	1-5 Yea rs of Exp erie nce	6-14 Yea rs of Exp erie nce	15+ Yea rs of Exp erie nce	th Ad van ced De gre es	ive Te ac her s	sed Te ach ers	Ce rtif ied Te ac her s	d Tea cher s
2	0	0	0	100% (2)	0	100 % (2)	50	0	100 % (2)

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
Mary Shaw	Gladymir Veillard	Ms. Veillard is a seasoned Reading teacher; however it is her first time at Thompson Academy (DJJ) site as a Reading Coach.	The mentor and mentee will meet bi- weekly to discuss instructional strategies that will meet the unique demands of youth housed in DJJ

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Katie Moncrief	Lotoya Joseph-Brown	Ms. Joseph-Brown is a seasoned Science teacher; however it is her first time at Thompson Academy (DJJ) site as a Science Coach.	The mentor and mentee will meet bi- weekly to discuss instructional strategies that will meet the unique demands of youth housed in DJJ
Shelly Reid	David Walker	Mr. Walker is our new transition specialist at our DJJ sites. This is his first year as a transition specialist.	The mentor and mentee will meet weekly to discuss transitional plans and strategies for our DJJ students.

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 Pompano Substance Abuse Center instructors are responsible for integrating reading strategies into daily instruction. All teachers are encouraged to become reading endorsed. In addition, teachers who qualify will benefit from NGCAR-PD training. The reading literacy team will work in conjunction with the leadership team to develop and implement initiatives that will enhance students' ability to improve their literacy skills. Administration will utilize informal walk through tools to observe the use of reading strategies into classes with feedback in order to enhance instruction. All content area teachers will participate in professional learning communities with a focus on unwrapping reading benchmarks in order to target instruction and infusing reading strategies during instruction. The Reading Coaches and PLC facilitators will coach, model, and monitor all instructional staff on the implementation of reading and writing instruction, which will include daily and on-going support. Reading coaches will also work with staff to become CRISS and/or MCREL trained. Administrators and coaches will monitor the implementation of IFC's and assessments. The use of Weekly Reader, Scholastics, and DEAR, are a few programs and activities that will be utilized to enhance to supplement the learning process.

Upon entry into Pompano Substance Abuse Center all students receive a battery of assessments that will assist in personalizing and individualizing the educational experience for all youth assigned to this DJJ program. Both a career inventory and CHOICES are administered to obtain insight to students' strengths, weaknesses, and interests. Counselors utilize this information to meet with students to develop an academic plan, while instructional staff will use this information to develop short and long term academic goals. Mentor opportunities, guest presenters, Florida Ready to Work, etc. are also used to promote academic and career planning. The BRACE advisor will meet with students to provide an overview of college readiness and access to vocational/technical schools. The BRACE Advisor will schedule a career day with specific invited post-secondary and professional organizations for students to meet. The BRACE Advisor/counselors will hold informational meetings with students to discuss relevant career and college planning overviews. The BRACE Advisor will arrange visits by college/university and technical school reps. Select students will be encouraged to take coursework via APEX and Florida Virtual School to accelerate credit recovery and obtain pre-requisites for post-secondary opportunities.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

*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?

The relationship between subjects and the relevance to students' future is made possible by utilizing a variety of means such as discussions, student made projects, technology integration, course work, and guest presentations. Due to the nature of DJJ academic programs there are several limitations that hinder the implementation of certain resources and courses that can be taught. Access to the Broward Educational Enterprise Portal (BEEP) is a resource that enables both instructors and students the opportunity to access a library of digital resources in lieu of field trips and limited hands on opportunities. BEEP contains curriculum lesson plans, remedial tutorials, and many other applications that are aligned to the Next Generation Sunshine State Standards. BEEP will be incorporated into the daily instructional lesson to expose students to applications such as virtual labs and the Junior Achievement curriculum. Junior Achievement is designed to provide students with hands on experience in developing knowledge of entrepreneurship and financial literacy. This program will be facilitated by a school based staff utilizing the "train the trainer" model.

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?

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.

There is not any data from the High School Feedback Report available for Pompano Substance Abuse Center. Students enrolled in Pompano Substance Abuse Center receive academic and career counseling from the guidance counselor and BRACE advisor. The guidance counselor develops an academic program that is personalized and individualized in order to meet the needs of each youth. Students are counseled based on an initial career inventory that was assessed during the youth's intake. During these sessions youth are informed of vocational opportunities and post secondary options available after graduation. Students will also create user accounts for FLChoices.org to access resources that will allow them to explore career and academic programs. Guest presenters from various colleges such as Broward College will also provide an overview of enrollment requirements, academic majors, and financial aid. Students will also prepare for postsecondary opportunities by recovering credits, taking college readiness courses, and accessing Florida Virtual School. Students will also have access to ACT and SAT prep, as well as, the ASVAB test.

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

■ 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		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. **Percentage of students making learning gains** in reading. Reading Goal #1:	1.1 Students receiving insufficient instruction in reading strategies that increase comprehension.	1.1. *Through our small learning community teacher, Reading Coach, Reading Resource teacher will begin to align instruction to the common Core standards. *Students will be placed in appropriate reading class based on state reading placement charts *Small group differentiated instruction. *Teachers will utilize daily vocabulary	1.1. Principal David Watkins Assistant Principal Sharon Grant Reading Coach Mary Shaw Reading Coach Gladymir Veillard Science Coach Lotoya Joseph-Brown	1.1. *On-going data chats *Progress monitoring data reports and analysis *Weekly small learning community meetings and collaboration conducted by the reading coach *Professional development follow up *Classroom walkthroughs and informal observations with feedback *Site-based Reading Coaches, Reading Resource teacher and Science Coach will provide professional development based on differentiated instruction and aligning instruction to	1.1. Florida Assessments for Instruction in Reading (FAIR) Reading Endorsement Progress Monitoring and DataAnalysis Mini benchmarks Assessments Benchmarks Assessments FCAT 2.0 *Common Assessment (WIN)	

		routines outlined in the EDGE curriculum, such as vocabulary notebooks and text read aloud for level 1 and 2 9th and 10th grade students. *Reading coach, Reading Resource Teacher, Science Coach, and teachers will model effective use of instructional strategies. *Instructional staff will receive training on effective use of reading strategies across content areas		the common core. Teacher and student needs at each school.			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June, 2013 13% (78) of the students in grade 5 through 12 will make learning gains in reading on the FCAT Assessment							
	2012 7%(78) of the students in grade 5 through 12 will make learning gains in reading on the FCAT Assessment	**By June, 2013 13% (78) of the students in grade 5 through 12 will make learning gains in reading on the FCAT Assessment**					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		1.2.	1.2.	1.2.	1.2.	1.2.	
		Students lack exposure to higher-order questioning during classroom instruction	*Teachers will utilize higher order questioning stems and solicit feedback from students during daily instruction. * Group and individual remediation and reading intervention. *Teachers will use chucking to help the student understand the text. *Effective modeling of reading and comprehension strategies	Principal David Watkins Assistant Principal Sharon Grant Reading Coach Mary Shaw Reading Coach Gladymir Veillard Science Coach Lotoya Joseph-Brown	*On-going data chats and On-going progress monitoring data reports and analysis *Weekly small learning community meetings and collaboration conducted by the reading coach *Professional development follow up *Classroom walkthroughs and informal observations with feedback *Site-based reading coaches provide professional development based on differentiated teacher and student	Florida Assessments for Instruction in Reading (FAIR) Reading Endorsement Progress Monitoring and DataAnalysis Mini benchmarks Assessments Benchmarks Assessments FCAT 2.0 Common Assessment (WIN)	

					needs at each school		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		1.3.	1.3.	1.3	1.3.	1.3.	
		Students lack exposure to higher-order questioning during classroom instruction	*Students will cite thorough textual evidence to support analysis of what the text says explicitly as well as Inferences drawn from the text. *Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings, analyze the cumulative impact of specific word choices on meaning and tone. Daily essential questions with opportunities for Feedback *Small group and Individual remediation and reading intervention	Principal David Watkins Assistant Principal Sharon Grant Reading Coach Mary Shaw Reading Coach Gladymir Veillard Science Coach Lotoya Joseph-Brown	*Weekly small learning community meetings and collaboration conducted by the reading coach *Professional development follow up *Classroom walkthroughs and informal observations with feedback *Site-based reading coaches provide professional development based on differentiated teacher and student needs at each school	Instruction in Reading (FAIR) Reading Endorsement Progress Monitoring and DataAnalysis Mini benchmarks Assessments Benchmarks Assessments FCAT 2.0 *Common Assessment (WIN)	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

			Effective modeling of reading and Comprehension strategies					

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 47% (73) of the students in grade 5 through 12 tested made learning gains in reading on the BASI test reading during the schools year of 2010 2011.**	48% (73)	51% (73)	53% (73)	55% (73)	57% (73)	60% (73)
Reading Goal #2:							

Reading Professional Development

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

End of 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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

- 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		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. Percentage of students making learning gains in mathematics. ‾ Mathematics Goal #1:	1.1. Due to our transient population, teachers may not have an opportunity to cover all the standards outlined in the curriculum with the student.	1.1. * Utilize the district pacing guide/IFC * Compass Odyssey * Continuous monitoring of student progress. * FCAT Prep/ Remediation Sessions.	1.1. Sharon Grant (Assistant Principal) Renee Hudson (Math Coach)	1.1. *** Observations** * Data Chats * PLC Meetings	1.1. * Math FCAT * Teacher-made/ District Assessments * Progress Reports * GED Report		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
To increase the number of math students making learning gains by 20%						
	N/A	*N/A*				
		1.2. Data chats are not facilitated frequently with the students.	1.2. * Conduct quarterly data chats with students and teachers. * Virtual Counselor Student Data Scavenger Hunt.	1.2. Sharon Grant (Assistant Principal) Renee Hudson (Math Coach) Math Teachers Leadership Team	1.2. * Leadership Team will meet monthly to discuss school-wide data. * Teachers will conduct data chats with students each quarter.	1.2. * Data Chat Logs * Student Self Assessment	
		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** Pending	**Pending**					
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					

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		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. Students scoring at Achievement Level 3 in Algebra.	1.1.	1.1.	1.1.	1.1.	1.1.		
	Multiple levels of student learners are grouped in each course.	* Integrate differentiated instruction using the Florida Continuous Improvement Model (FCIM) and Marzano's High Yield Strategies. * Utilize the district pacing guide/ Instructional Focus Calendar (IFC) to support direct instruction by identifying assessed benchmarks and administering assessments aligned with Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS). * Use test data to monitor student progress and areas needing re-teaching for continuous	Sharon Grant (Assistant Principal) Renee Hudson (Math Coach) Math Teachers	* Classroom Walk-Through (CWT) * Data Chats * Professional Learning Community (PLC) Meetings	* Lesson Study Plan * Algebra End of Course (EOC) Exam * Teacher-made/District Assessments * Student Self-Assessment * Student Progress Report * GED Report		

		progress and provide accommodations and modifications to the curriculum. * Incorporate the use of technology into daily instruction (High School Compass Odyssey, Understanding Math, Resources from the Online Textbook and Math Wiki). * Engage students in Algebra End-of Course (EOC) prep/remediation sessions.					
Algebra Goal #1: Increase the students scoring level 3 by 2%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	Pending data	*Pending data*					
		1.2. Data chats are not facilitated frequently with the students.	1.2. * Conduct quarterly data chats with students and teachers. * Virtual Counselor Student Data Scavenger Hunt.	1.2. Sharon Grant (Assistant Principal) Renee Hudson (Math Coach) Math Teachers Leadership Team	1.2. * Leadership Team will meet monthly to discuss school-wide data. * Math Coach will meet with math teachers to discuss student data. * Teachers will conduct data chats with students each quarter.	1.2. * Data Chat Logs * Student Self Assessment	
		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		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1. Teachers may not be familiar with the skills, rigor and strategies needed to instruct learners who are currently performing a level 4 or 5	2.1. * Integrate differentiated instruction using the Florida Continuous Improvement Model (FCIM) and Marzano's High Yield Strategies. * Utilize the district pacing guide/ IFC to support direct instruction by identifying assessed benchmarks and administering assessments aligned with Next Generation Sunshine State Standards (NGSSS)/ Common Core State Standards (CCSS). * Engage students in Algebra End-of Course prep/ remediation sessions.	2.1. Sharon Grant (Assistant Principal) Renee Hudson (Math Coach) Math Teachers	2.1. * I-Observations * Data Chats * PLC Meetings	2.1. * Algebra End of Course (EOC) Exam * Teacher-made/District Assessments * Student Progress Reports * GED Report		

		* Provide students with online learning activities that are academically challenging.				
Algebra Goal #2: Increase the number of students achieving Level 4 and 5 by 6%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Pending data	*Pending data*				
		2.2. Data chats are not facilitated frequently with the students.	2.2. * Conduct data chats with students and teachers. * Virtual Counselor Student Data Scavenger Hunt.	2.2. Sharon Grant (Assistant Principal) Renee Hudson (Math Coach) Math Teachers Leadership Team	2.2. * Leadership Team will meet monthly to discuss school-wide data. * Math Coach will meet with math teachers to discuss student data. * Teachers will conduct data chats with students each semester.	2.2. * Data Chat Logs * Student Self Assessment

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		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** Pending						
Algebra Goal #3: *Enter narrative for the goal in this box.*							

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

Geometry EOC Goals	Problem-Solving					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	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		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. Students scoring at Achievement Level 3 in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.		
	Multiple levels of student learners are grouped in each course.	* Integrate differentiated instruction using the Florida Continuous Improvement Model (FCIM) and Marzano's High Yield Strategies. * Utilize the district pacing guide/ Instructional Focus Calendar (IFC) to support direct instruction by identifying assessed benchmarks and administering assessments aligned with Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS). * Use test data to monitor student progress and areas needing re-teaching for continuous	Sharon Grant (Assistant Principal) Renee Hudson (Math Coach) Math Teachers	* Classroom Walk-Through (CWT) * Data Chats * Professional Learning Community (PLC) Meetings	* Lesson Study Plan * Geometry End of Course (EOC) Exam * Teacher-made/District Assessments * Student Self-Assessment * Student Progress Report * GED Report		

		progress and provide accommodations and modifications to the curriculum. * Incorporate the use of technology into daily instruction (High School Compass Odyssey, Understanding Math, Resources from the Online Textbook and Math Wiki). * Engage students in Geometry End-of Course (EOC) prep/remediation sessions.					
Geometry Goal #1: Increase the number of student scoring a level 3 by 5%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	N/A					
		1.2. Data chats are not facilitated frequently with the students.	1.2. * Conduct quarterly data chats with students and teachers. * Virtual Counselor Student Data Scavenger Hunt.	1.2. Sharon Grant (Assistant Principal) Renee Hudson (Math Coach) Math Teachers Leadership Team	1.2. * Leadership Team will meet monthly to discuss school-wide data. * Math Coach will meet with math teachers to discuss student data. * Teachers will conduct data chats with students each quarter.	1.2. * Data Chat Logs * Student Self Assessment	
		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		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1. Teachers may not be familiar with the skills, rigor and strategies needed to instruct learners who are currently performing at level 4 or 5.	2.1. * Integrate differentiated instruction using the Florida Continuous Improvement Model (FCIM) and Marzano's High Yield Strategies. * Utilize the district pacing guide/ IFC to support direct instruction by identifying assessed benchmarks and administering assessments aligned with Next Generation Sunshine State Standards (NGSSS)/ Common Core State Standards (CCSS). * Engage students in Geometry End-of Course prep/remediation sessions.	2.1. Renee Hudson (Math Coach) Math Teachers	2.1. * I-Observations * Data Chats * PLC Meetings	2.1. * Geometry End of Course (EOC) Exam * Teacher-made/District Assessments * Student Progress Reports * GED Report		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		* Provide students with online learning activities that are academically challenging.				
Geometry Goal #2: Increase the number of students achieving Level 4 and 5 proficiency to 6%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	Increase the number of students achieving Level 4 and 5 proficiency to 6%.				

		2.2. Data chats are not facilitated frequently with the students.	2.2. * Conduct quarterly data chats with students and teachers. * Virtual Counselor Student Data Scavenger Hunt.	2.2 Sharon Grant (Assistant Principal) Renee Hudson (Math Coach) Math Teachers Leadership Team	2.2. * Leadership Team will meet monthly to discuss school-wide data. * Math Coach will meet with math teachers to discuss student data. * Teachers will conduct data chats with students each quarter.	2.2. * Data Chat Logs * Student Self Assessment	
		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:							
Enter narrative for the goal in this box.							

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

7- 12 Mathematics	PLC All Teachers	September 16, 2012 October 4, 2012	PLC binder will be maintained and will contain the following: a) Reflection Logs b) Agendas c) Handouts
The PLC will focus on how to successfully implement the Common Core State Standards across the curriculum		November 1, 2012	
		December 6, 2012	
		January 10, 2013	
		February 21, 2013	
		March 14, 2013	
		April 4, 2013	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
Formative Assessments	Curriculum program will offer various pathways to meet specific needs of students as they master rigorous course work and are progressing towards Formative assessments will be used to gage students' strengths and weaknesses in accordance with prescribed intervention strategies: Diagnostic Tests	School Budget	$1,000.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

		School Budget	$2500.00
TI-34 Multi-View Scientific Calculator and TI 84 Graphing Calculator	Students will use the hand-held calculators in Geometry, Algebra II and ACT classes on a daily basis to become familiar with the use and function of a scientific/graphing calculator. Approved calculators will also be available for students to use on both the Geometry EOC and ACT assessments.		
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
The PLC will focus on how to successfully implement the Common Core State Standards across the curriculum	Teachers will be trained by the Reading and Math Coach on how to successfully implement English Language Arts and Mathematics Common Core State Standards across the curriculum to prepare students for the rigorous demands of career and post-secondary programs.	District Budget	$0.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

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

Biology EOC Goals	Problem-Solving Process to Increase Student Achievement						
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		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. Students scoring at Achievement Level 3 in Biology.	1.1. Students in DJJ program are not in the science classroom the entire academic year.	1.1. *Teachers will facilitate classroom instruction of biology content with fidelity. *Science Coach will work closely with students as an additional resource for delivery of biology content	1.1 Principal David Watkins Assistant Principal Sharon Grant Science Coach Lotoya Joseph-Brown Reading Coach Mary Shaw Reading Coach Gladymir Veillard	1.1. *Classroom observations (CWT) *Lesson Plans *Weekly communication with instructors *Assessments	1.1. *Biology EOC *Quizzes and Tests		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Biology Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
To teach and review all Biology benchmarks so that students will be adequately prepared for the Biology EOC assessment						
	Pending Data	*Pending Data*				

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		1.2. Students are unable to participate in hands on activities due to program/ facility limitations.	1.2. *Teacher will provide modified activities and/ or virtual labs	1.2. Principal David Watkins Assistant Principal Sharon Grant Science Coach Lotoya Joseph-Brown Reading Coach Mary Shaw Reading Coach Gladymir Veillard	1.2. *Classroom observations (CWT) *Lesson Plans *Weekly communication with instructors *Assessments	1.2. *Biology EOC *Quizzes and Tests	
		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	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

2. Students scoring at or above Achievement Levels 4 and 5 in Biology.	2.1.	2.1.	2.1.	2.1.	2.1.		
	Students in DJJ program are not in the science classroom the entire academic year .	*Teachers will facilitate classroom instruction of biology content with fidelity. *Science Coach will work closely with students as an additional resource for delivery of biology content.	Principal David Watkins Assistant Principal Sharon Grant Science Coach Lotoya Joseph-Brown Reading Coach Mary Shaw Reading Coach Gladymir Veillard	*Classroom observations (CWT) *Lesson Plans *Weekly communication with instructors *Assessments	*Biology EOC *Quizzes and Tests		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Biology Goal #2: To teach and review all Biology benchmarks so that students will be adequately prepared for the Biology EOC assessment	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Pending Data	*Pending Data*					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		2.2 Students are unable to participate in hands on activities due to program/ facility limitations.	2.2. *Teacher will provide modified activities and/ or virtual labs	2.2. Principal David Watkins Assistant Principal Sharon Grant Science Coach Lotoya Joseph-Brown Reading Coach Mary Shaw Reading Coach Gladymir Veillard	2.2. *Classroom observations (CWT) *Lesson Plans *Weekly communication with instructors *Assessments	2.2. *Biology EOC *Quizzes and Tests	
		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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:			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

End of Science Goals

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

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

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	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		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.		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

Civics Professional Development

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

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

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. Students scoring at Achievement Level 3 in U.S. History.	1.1.	1.1.	1.1.	1.1.	1.1.		
	*Students lack the Reading strategies to respond adequately to moderate and/or higher order thinking questions.	*Students will be mediated in Princeton Review and prepped academically for all assessments through various test taking strategies and exposure to released testing materials. *All curricular areas will actively integrate higher order thinking questions into all instruction/ discussions and assessments. *Use test data to monitor student progress and areas needing re-teaching for continuous progress and provide accommodations and modifications to the curriculum.	Principal David Watkins Assistant Principal Sharon Grant Reading Coach Mary Shaw Reading Coach Gladymir Veillard Science Coach Lotoya Joseph-Brown	Leadership Team meets to review and discuss what resources and support is needed. *Coach/Teacher Conference to discuss students' academic needs and improvements. *Coach/Administration Conference to discuss instructional staff support and resources. Teachers and students hold data/progress chats to pinpoint areas of concern and plan for remediation. *Mini-Assessments to include higher order thinking questions are utilized to provide skilled practices and feedback for areas in need of remediation. *Classroom Walkthroughs will be practiced with fidelity to ensure questioning techniques are integrated effectively.	*Teacher observation and feedback to support academic improvement. *Teacher-made Tests, Chapter, Unit, and Skill Assessment and project to monitor academic advancement and/or re-teaching to increase student achievement. *Data Chats to monitor students' academic needs. *Direct results of ACT/SAT/PSAT.		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		*Independent reading practice will be monitored by all teachers. *Each class will focus on informational text during instructional practice.				
U.S. History Goal #1: ***Students will achieve 30% on the history EOC for a passing score for schools year of 2012-2013. No Data***	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	No Data	*No Data*				
		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 the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		
Civics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

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

U.S. History Professional Development

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

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of U.S. History Goals

Career Education Goals

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

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		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. Career Education Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
	Ineffective use of technological resources	*Assign career teacher to computer lab *Unwrap 30 career competencies and target opportunities to integrate technology into instruction *Create student passwords for FLChoices.org	Principal David Watkins Assistant Principal Sharon Grant Reading Coach Mary Shaw Reading Coach Gladymir Veillard Science Coach Lotoya Joseph-Brown	*Internal mock quality assurance review *Classroom observations *Student and staff surveys EPEP *Interviews	* Internal mock quality assurance review * Classroom observations *Student and staff surveys		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	2012 Current Level :*	2013 Expected Level :*					
90 % (126) of students will develop a personalized career exploration plan based on a career inventory assessment.							
	75% (82)	90% (126).					

		1.2.	1.2.	1.2. Principal	1.2.	1.2.	
		Insufficient career resources	*Survey current resources available *Acquire and align career resources needs with the 30 career competencies *Train teacher to effectively differentiate the resources delivered during career instruction * teacher will utilized a variety of resources to supplement the delivery of career instruction	David Watkins Assistant Principal Sharon Grant Reading Coach Mary Shaw Reading Coach Gladymir Veillard Science Coach Lotoya Joseph-Brown	*Internal mock quality assurance review *Classroom observations *Student and staff surveys *EPEP *Interviews	*Internal mock quality assurance review *Classroom Observations * Student and staff Surveys * EPEP * Interviews	

		1.3.	1.3.	1.3.	1.3.	1.3.	
		Lack of depth of knowledge and rigor in career instruction	*Target career instruction utilizing the 30 career competencies *Utilize approved resources to facilitate career instruction *Implement project based activities to build on	Principal David Watkins Assistant Principal Sharon Grant Reading Coach Mary Shaw Reading Coach Gladymir Veillard Science Coach Lotoya Joseph-Brown	*Classroom-walkthroughs *Treatment Team *Small learning community Collaboration *Guidance and Brace Advisor logs	*Florida Choices *Career Inventory *Classroom-Walkthroughs *Guidance log	

Career Education Professional Development

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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	Descr
Subtotal:	
Technology	
Strategy	Descr
Subtotal:	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Professional Development		
Strategy		Descr
Subtotal:		
Other		
Strategy		Descr
Grand Total:		

End of Career Education Goal(s)

.

Transition Goal(s)

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

Guiding Questions to Inform the Problem-Solving Process
● 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**						

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Transition Goal	1.1. Lack of internal transition program evaluation	1.1. *Conduct internal audit (mock quality assurance review) paying specific attention to transition indicators in order to identify areas that need improvement. *Revise transition procedures to improve areas of need and eliminate student barriers to effective transition	1.1. Principal David Watkins Assistant Principal Sharon Grant Reading Coach Mary Shaw Reading Coach Gladymir Veillard Science Coach Lotoya Joseph-Brown	1.1. *Quality Improvement Reviews (mock and state issued) *Review transition plans	1.1. *Transition Plans *Quality Assurance *Review Reports		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	2012 Current Level :*	2013 Expected Level :*					
By the end of the 2012-2013 school year, at least 82% of the students released from Thompson Academy ,who have not already earned their Diploma will be transitioned to a viable school placement option or a job training program.	70% (100)	82% (106)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Transition Professional Development

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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	Descr
Subtotal:	
Technology	
Strategy	Descr

	Subtotal:	
Professional Development		
Strategy		Descr
	Subtotal:	
Other		
Strategy		Descr
	Grand Total:	

End of Transition Goal(s)

-

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

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

Guiding Questions to Inform the Problem-Solving Process

2012-2013 School Improvement Plan Juvenile Justice Education Programs

- 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:*					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	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.	

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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:			

End of Attendance Goals

Final Budget (Insert rows as needed)

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

School Advisory Council

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

□ Yes   □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.