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

May 2012 Rule 6A-1.099811 Revised May 25, 2012

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)/	Number of Years at	Number of Years as an	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with
		Certification(s)	Current School	Administrator	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	Sharon I. Grant	M.A. Educational	2	12	2010-2011
Educator		Leadership (K-12)			Grade: N/A
					2009-2010
		Guidance (K-12)			Grade: C (Piper)
					08/09 performance- Piper HS grade was "C" with a score
		English (6-12			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	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior common assessment
			Years at	an	data learning gains). The school may include AMO progress
Area		Certification(s)	Current School		along with the associated school year.
		. ,		Instructional Coach	
Reading	Mary Shaw	Degrees: Bachelor of Science in Elementary Education; Masters in Exceptional Student Education; Certifications:	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
		Early Childhood, Elementary Education, Exceptional Student Education, Gifted Endorsement, ESOL Endorsement,			that made AYP in Reading.
		Reading (K-12)			

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

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	Name	Degree(s)/	Number of Years at	Number of Years as an	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress
Area		Certification(s)	Current School		along with the associated school year.
				Instructional	
				Teacher	
	Mitch Heater	Physical Education	24	25	2010-2011
Reading		HOUSSE Math (6-12)			58% of students (12) made learning gains in math as measured
		HOUSSE English (6-12)			by the BASI
Unified	Lynne Roback	Reading Endorsement ESOL	13	16	2010-2011
Arts& Critical Thinking		Endorsement French English (6-12)			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/	Sidney Culver
		6/12, 1/10/13, 1/10/13, 2/21/13, 3/14/13, 4/4/13	

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)).

То	%	%	%	%	%	%	%	%	%
tal	of	of	of	of	of	Hi	Re	Na	
Nu	Fir	Te	Te	Te	Те	gh	ad	tio	ES
m	st-	ach	ach	ach	ach	ly	ing	nal	OL
ber	Ye	ers	ers	ers	ers	Eff	En	Во	End
of	ar	with	with	with	wi	ect	dor	ard	orse

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In	Te	1-5	6-	15+	th	ive	sed	Ce	d
str	ach	Yea	14	Yea	Ad	Te	Te	rtif	
uc	ers	rs of	Yea	rs of	van	ac	ach	ied	Tea
tio		Exp	rs of	Exp	ced	her	ers	Te	cher
nal		erie	Exp	erie	De	S		ac	s
Sta		nce	erie	nce	gre			her	
ff			nce		es			S	
2	0	0	0	10	0	10	50	0	10
				0%		0			0
				(2)		%			%
				` '		(2			(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 Mary Shaw	Mentee Assigned Gladymir Veillard	Rationale for Pairing Ms. Veillard is a seasoned Reading teacher; however it is	Planned Mentoring Activities The mentor and mentee will meet bi- weekly to discuss
		her first time at Thompson Academy (DJJ) site as a Reading Coach.	instructional strategies that will meet the unique demands of youth housed in DJJ

	choor timpro	cincin i ian	ouvenine ou
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.

*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

How does the school incorporate students'	' academic and career planning, as well	l as promote student course selections	, so that students	course of study is personally	y 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.

May 2012 Rule 6A-1.099811 Revised May 25, 2012 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

- 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 Achieveme nt					
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	

		i	e Justice Education			
1. Percentage of students	1.1	1.1.	1.1.	1.1.	1.1.	
making learning gains—						
	Students	*Through	Principal	*On-going data chats	Florida Assessments	
in reading.	receiving	our small			for	
· · · · · · · · · · · · · · · ·	insufficient	learning	David Watkins			
	instruction	community				
Γ	in reading	teacher,		*Progress monitoring data		
Reading Goal #1:		Reading			Instruction in	
reading Godf #1.			Assistant Principal		Reading (FAIR)	
	comprehensio				reading (1 ATIC)	
	n		Sharon Grant			
		teacher will	onwion orwin	*Weekly small learning		
		begin to align			Reading	
		instruction to			Endorsement	
			Reading Coach		Endorsement	
		Core	reading Coden	by the reading coach		
			Mary Shaw			
		standards.	wai y Shaw			
					Progress Monitoring	
					and DataAnalysis	
		*Students	Reading Coach	1.7. C		
		will be placed	=	*Professional		
			Gladymir Veillard	development follow up		
		reading class	Gladyilli Velliaid		Mini benchmarks	
		based on				
		state reading			Assessments	
		_	Caiamaa Caaala			
		charts	Science Coach			
		Citarts		*Classroom walkthroughs		
				and informal observations		
				with feedback	Assessments	
		*Small group				
		differentiated				
		instruction.			FCAT 2.0	
				Coaches, Reading		
				Resource teacher and		
		*Th		Science Coach will		
		*Teachers		provide professional	*Common	
		will utilize		development based on	Assessment (WIN)	
		daily		differentiated instruction		
		vocabulary		and aligning instruction to		

2012-2013 School Improvement Plan Juvenile Justice Education Programs routines the common core. Teacher outlined in and student needs at each the EDGE school. 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

2012-2013 School Imp	rovement r		e Justice Laucation	i Programs		
	2012 Current	2013 Expected				
	Level of	Level of				
	Performance:*	Performance:*				
D I 2012 120/ (70)						
By June, 2013 13% (78)						
of the students in grade						
5 Abasa ab 12 arill araba						
5 through 12 will make						
learning gains in						
reading on the FCAT						
reading on the FCA1						
Assessment						
		By June,				
		2013 13%				
	2012 7%(78)	2013 1370 (70)				
	2012 / 70(70)	(78)				
	of the	of the				
		students in				
	gi auc	grade				
	L					
	5 through 12	5 through 12				
	will make	will make				
		Will make				
	learning	L .				
		learning				
	gains in	gains in				
		Ĩ				
	reading on	reading on				
		Lauing on				
		the FCAT				
	Assessment	Assessment				

2012-2013 School Improvement Plan Juve		n Programs			
1.2.	1.2.	1.2.	1.2.	1.2.	
	ek *Teachers will	Principal	*On-going data	Florida Assessments for	
exposure to higher-ord		David Watkins	chats and		
questioning		David Walkins	On-going progress		
during	students during daily		monitoring data	Instruction in Reading	
classroom	instruction.		reports and	(FAIR)	
instruction		Assistant Principal	analysis		
		Sharon Grant			
	* Group and individual			Reading Endorsement	
	remediation and		*Weekly small		
	reading intervention.	Danding Cooch	learning community		
		Reading Coach	meetings and collaboration	Progress Monitoring and	
		Mary Shaw	conducted by the	DataAnalysis	
	*Teachers will use		reading coach		
	chucking to help the				
	student understand the				
	text.	Reading Coach	*Professional	Mini benchmarks	
		Gladymir Veillard	development follow	Assessments	
		Gladyiiii veinara	up	rissessments	
	*Effective modeling				
	of reading and				
	comprehension	Science Coach	l	Benchmarks Assessments	
	strategies	Latarra Israula Dusarra	*Classroom		
		Lotoya Joseph-Brown	walkthroughs and informal		
			observations with	FCAT 2.0	
			feedback	2.0	
				G	
			*Site-based reading	Common Assessment	
			coaches provide	(vv 11 v)	
			professional		
			development based		
			on differentiated		
			teacher and student		

needs at each school

2012-2015 School Improvement Plan Juven	_				
1.3.	1.3.	1.3	1.3.	1.3.	
Students laci	*Students will cite	Principal	*Weekly small	Instruction in Reading	
		Timeipai			
exposure to	thorough textual	D :177/1:	learning community	(FAIR)	
higher-order	1 1	David Watkins	meetings and		
questioning	analysis of what the		collaboration		
during	text says explicitly as		conducted by the		
classroom	well as		reading coach	Reading Endorsement	
instruction		Assistant Principal			
	Inferences drawn from	[
		Sharon Grant			
	me text.	Sharon Grant	*Professional	D	
				Progress Monitoring and	
			development follow	DataAnalysis	
		ĺ	up		
		Reading Coach			
		1			
	*Determine the	Mary Shaw		Mini benchmarks	
	meaning of words and	-,	*Classroom		
	phrases as they are used			Assessments	
			and informal	Assessments	
	in the text, including				
		Reading Coach Gladymir			
	and technical meanings,	Veillard	feedback		
	analyze the cumulative			Benchmarks Assessments	
	impact of specific word				
	choices on meaning and				
		Science Coach	*Site-based reading		
				FCAT 2.0	
	Daily essential	Lotoya Joseph-Brown	professional	2.0	
		Lowya Joseph-Blown			
	questions	ĺ	development based		
	1	ĺ	on differentiated]	
	with opportunities for	ĺ		*Common Assessment	
		ĺ	needs at each school	(WIN)	
	Feedback	ĺ			
		ĺ			
		ĺ			
		ĺ			
	*Cmall grown and	ĺ			
	*Small group and	ĺ			
		ĺ			
	Individual remediation	ĺ			
	and reading	ĺ			
	intervention	ĺ			

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	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.	<mark>48% (73)</mark>	51% (73)	53% (73)	<mark>55% (73)</mark>	57% (73)	60% (73)
Reading Goal #2:							

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 Grade Level/ PD Facilitator PD Participants Target Dates and Schedules Strategy for Follow-up/Monitoring Person or Position Responsible for Monitoring

and/or PLC Focus and/or (e.g., PLC, subject, grade level, or (e.g., Early Release) and

school-wide) Schedules (e.g., frequency of PLC Leader meetings)

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

Zorz zore senoorimprovement ra	in duvenne dustice Education i rogra		
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

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Mathematics Goals

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

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)).

$\underline{\hspace{1cm}}$				1 (8 (7)		
GOALS	Problem- Solving Process to Increase Student Achieveme nt					
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 Imp	i ovement i	ian Juvenne	Justice Education	1 Tugi ailis		
1. Percentage of students	1.1.	1.1.	1.1.	1.1.	1.1.	
making learning gains in					* Math FCAT	
mathematics.	Due to our	* Utilize the	Sharon Grant	* Observations		
			(Assistant Principal)	Observations	* Teacher-made/	
	population,	guide/IFC	(Assistant i inicipal)	* Data Chats	District Assessments	
F			Renee Hudson	Data Chats	District rissessiments	
Made and Gard #1.	teachers may	* C		* DL C Marking	* Progress Reports	
Mathematics Goal #1:			(Math Coach)	* PLC Meetings	1 Togress Reports	
		Odyssey				
	to cover all					
	the standards	* 0			* CED D	
	outlined	* Continuous			* GED Report	
		monitoring				
		of student				
		progress.				
	student.	# EG + E E - /				
		* FCAT Prep/				
		Remediation				
		Sessions.				

2012-2013 School Imp			Justice Education	i rograms			
	2012 Current	2013 Expected					
	Level of	Level of					
	Performance:*	Performance:*					
To increase the number							
of math students making							
learning gains by 20%							
learning gams by 20%							
	N/A	N/A					
	/ V // A	14/21					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		Data alkata ama	* Canduat acceptable	Sharon Grant	* I and analism Tanna	* Data Chat I aga	
		Data chats are			* Leadership Team	* Data Chat Logs	
			data chats with students	(Assistant Principal)	will meet monthly to		
			and teachers.			* Student Self Assessment	
		with the		Renee Hudson	data.		
		students.	* Virtual Counselor	(Math Coach)			
			Student Data Scavenger		* Teachers will		
					conduct		
			1 14116.		data chats with		
				1	students each		
					quarter.		
		1.3.	1.3.	1.3.	1.3.	1.3.	

Based on Ambitious but Achievable Annual Measurable		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Objectives (AMOs),Reading and Math Performance Target							
2. Ambitious but	Baseline data 2010-2011	Pending					
Achievable Annual							
Measurable Objectives							
(AMOs). In six year	D						
school will reduce their	Pending						
achievement gap by 50%.							
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			
	Achieveme			
	nt			

May 2012 Rule 6A-1.099811 Revised May 25, 2012

ased on the analysis of student	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
achievement data, and reference to	1		Responsible for Monitoring			
"Guiding Questions", identify and						
define areas in need of improvement				Stratagy		
for the following group:				Strategy		

2012-2013 School Impr	ovement Pi	<u>an Juvenne Just</u>	ice Education Pro	grams		
1. Students scoring at	1.1.	1.1.	1.1.	1.1.	1.1.	
Achievement Level 3 in						
Algebra.		* Integrate	Sharon Grant	* Classroom Walk-	* Lesson Study	
		differentiated	(Assistant Principal)	Through (CWT)	Plan	
		sinstruction using				
	of student		Renee Hudson	* Data Chats	* Algebra End of Course	
	learners are	Continuous			(EOC) Exam	
	grouped in	Improvement	(Math Coach)	* Professional Learning	l	
	each course.	Model (FCIM)		Community (PLC)	* Teacher-made/District	
			Math Teachers	Meetings	Assessments	
		High Yield				
		Strategies.				
					* Student Self-	
		* Utilize the			Assessment	
		district pacing			rissessificit	
		guide/			* Student Progress	
		Instructional			Report	
		Focus Calendar			T · ·	
		(IFC) to support				
		direct instruction			* GED Report	
		by identifying				
		assessed				
		benchmarks and				
		administering				
		assessments				
		aligned with				
		Next Generation				
		Sunshine State Standards				
		(NGSSS) and				
		Common Core				
		State Standards				
		(CCSS).				
		(3000).				
		* Use test data to				
		monitor student				
		progress				
		and areas needing				
		re-teaching for				
		continuous				

2012-2013 School Impro	ovement Pla	n Juvenile Justi	ice Education Prog	grams		
•		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:	2012 Current	2013 Expected Level				
	Level of Performance:*	of Performance:*				
	r criormance.					
Increase the students						
scoring level 3 by 2%.						
scoring level 3 by 270.						
	I	I				

		Pending data					
	Pending data						
		1.2.	1.2.	1.2.	1.2.	1.2.	
		Data chats are not facilitated frequently with the students.	quarterly data chats with students and teachers. * Virtual Counselor	Sharon Grant (Assistant Principal) Renee Hudson (Math Coach) Math Teachers Leadership Team	* 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	* Data Chat Logs * Student Self Assessment	
	<u> </u>	1.3.	1.3.	1.3.	quarter. 1.3.	1.3.	
		1.3.	1.5.	1.5.	1.3.	1.5.	
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 Impr	<u>ovement Pla</u>	<u>n Juvenile Just</u>				
	2.1.	2.1.	2.1.		2.1.	
above Achievement Levels 4	· I				* Algebra End of Course	
and 5 in Algebra.	Teachers	* Integrate	Sharon Grant	* I-Observations	(EOC) Exam	
	may not be	differentiated				
		instruction using	(Assistant Principal)	* Data Chats	* Teacher-made/District	
	the skills, rigor	the Florida			Assessments	
	and strategies	Continuous		* PLC Meetings		
	needed to	Improvement		_	* Student Progress	
	instruct		Renee Hudson		Reports	
	learners who	and Marzano's	(Math Coach)			
		High Yield				
	performing a	Strategies.	Math Teachers			
	level 4 or 5				* GED Report	
		* 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).				
		(CCSS).				
		* Engage students				
		in Algebra End-				
		of Course prep/				
		remediation				
		sessions.				
		000010110.				
		I				

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

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		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017				
3. Ambitious but Achievable	Baseline data									
	2010-2011									
Objectives (AMOs). In six year school will reduce their										
achievement gap by 50%.	<u>Pending</u>									
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			

	Process to Increase Student Achieve ment					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

	i ovement i		stice Education P	i ogi ams		
1. Students scoring at	1.1.	1.1.	1.1.	1.1.	1.1.	
Achievement Level 3 in						
Geometry.	Multiple	* Integrate	Sharon Grant	* Classroom Walk-	* Lesson Study	
	levels of	differentiated			Plan	
	student	instruction using	(1 Issistant I Interpat)			
	learners are		Renee Hudson	* Data Chats	* Geometry End of	
	grouped in	Continuous	rence madon	Butta Chats	Course (EOC) Exam	
	each course.	Improvement	(Math Coach)	* Professional Learning	Course (LOC) Exam	
	cach course.	Model (FCIM)	(Wiath Coach)	Community (PLC)	* Teacher-made/District	
			Math Teachers	Meetings	Assessments	
		High Yield	ivialii Teachers	lvieetings	Assessments	
		Strategies.				
					* C4 14 C-1C	
		ψ T Τ.:1:1			* Student Self-	
		* Utilize the			Assessment	
		district pacing			* C. 1 . D	
		guide/			* Student Progress	
		Instructional			Report	
		Focus Calendar				
		(IFC) to support				
		direct instruction				
		by identifying			* GED Report	
		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				

2012-2013 School Improvement Plan Juvenile Justice Education Programs 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 Endof Course (EOC) prep/remediation sessions. 2013 Expected Level of Performance:* 2012 Current Geometry Goal #1: Level of Performance:* Increase the number of student scoring a level 3 by 5%.

2012-2015 School Impi	Overment 1 1	an ouvenine ou	stice Education 1	1051 41113			
	N/A						
		frequently with the students.	data chats with students and teachers. * Virtual Counselor Student Data Scavenger Hunt.	Renee Hudson (Math Coach) Math Teachers Leadership Team	* 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.	* 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 Impr	ovement Pl	an Juvenile Ju	stice Education Pi	rograms		
2. Students scoring at or	2.1.	2.1.	2.1.	2.1.	2.1.	
above Achievement Levels					* Geometry End of	
4 and 5 in Geometry.	Teachers	* Integrate	Renee Hudson	* I-Observations	Course (EOC) Exam	
-	may not be	differentiated	(Math Coach)	1 coser vacions	, ,	
		instruction using		* Data Chats	* Teacher-made/District	
	the skills,		Math Teachers	Data Chats	Assessments	
	rigor and	Continuous		* PLC Meetings		
		Improvement		1 LC Weetings	* Student Progress	
		Model (FCIM)			Reports	
	instruct	and Marzano's			reports	
		High Yield				
	are currently	Strategies.			* CED D	
	performing at				* GED Report	
	level 4 or 5.	₩ T T. '1'1				
		* 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.				
i		1			I	4

2012-2013 School Improvement Plan Juvenile Justice Education Programs * Provide students with online learning activities that are academically challenging.

2013 Expected Level
of Performance:* Geometry Goal #2: 2012 Current Level of Performance:* Increase the number of students achieving Level 4 and 5 proficiency to 6%. N/AIncrease the number of students achieving Level 4

and 5 proficiency

to 6%.

2012-2013 School Impr	2012-2013 School Improvement Plan Juvenile Justice Education Programs									
		2.2.	2.2.	2.2	2.2.	2.2.				
		Data chats are	* Conduct quarterly	Sharon Grant	* Leadership Team will	* Data Chat Logs				
			data chats with			Data Chat Logs				
				(Assistant Principal)	meet monthly to discuss	* C4 14 C-1C A				
			students and teachers.	D 11 1	school-wide	* Student Self Assessment				
		the students.		Renee Hudson	data.					
			* Virtual Counselor	(Math Coach)						
			Student Data		* Math Coach will meet					
			Scavenger Hunt.	Math Teachers	with math teachers to					
					discuss student data.					
				Leadership Team						
				-	* Teachers will conduct					
					data chats with students					
					each					
					guarter.					
		2.3	2.3	2.3	2.3	2.3				
		2.3	2.5	2.5		2.5				
Based on Ambitious but Achievable	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017				
Annual Measurable Objectives										
(AMOs), Reading and Math										
Performance Target										
•	Baseline data									
•	2010-2011									
Measurable Objectives										
(AMOs). In six year										
school will reduce their										
achievement gap by 50%.										
						I				

Geometry Goal #3:		9		
Enter narrative for the goal in this box.				
004.				

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

Grade Level/ Subject

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

(e.g., PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of meetings)

PLC Leader

May 2012 Rule 6A-1.099811 **Revised May 25, 2012**

2012 2010 8011001	7- 12 Mathematics	PLC	All Teachers	September 16, 2012	PLC binder will be maintained and will contain the following:
				October 4, 2012	a) Reflection Logsb) Agendasc) Handouts
The PLC will focus on how to successfully implement the				November 1, 2012	
Common Core State Standards across the curriculum				December 6, 2012	
				January 10, 2013	
				February 21, 2013	
				March 14, 2013	
				April 4, 2013	

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

P	an ouvenile dustice Education 1 rogra	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 Achieveme nt					
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 Imp		<u>'Ian Juvenil</u>	e Justice Education		<u>. </u>	
	1.1.	1.1.	1.1	1.1.	1.1.	
Achievement Level 3 in						
	DJJ program	*Teachers will facilitate	Principal	*Classroom observations (CWT)	*Biology EOC	
	the science	instruction	David Watkins	*Lesson Plans	*Quizzes and Tests	
	the entire	of biology content with fidelity.	Assistant Principal	Lesson Flans	Quizzes and Tests	
I .	year.			*Weekly communication with instructors		
		*Science Coach		*Assessments		
		closely with	Science Coach			
		students as an additional	Lotoya Joseph-Brown			
		resource for delivery of biology	Reading Coach			
		content	Mary Shaw			
			Reading Coach Gladymir Veillard			

	Level of	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			

2012-2013 School Improvement Plan Juvenile Justice Education Programs								
		1.2.	1.2.	1.2.	1.2.	1.2.		
		Students are	*Teacher will provide	Principal	*Classroom	*Biology EOC		
			modified activities and/	Timelpar	observations (CWT)	Biology EGG		
				David Watkins	ooservations (C W 1)			
		hands	or virtual labs	David watkins				
					*Lesson Plans	*O-:1 T4-		
		on activities			Lesson Plans	*Quizzes and Tests		
		due to						
		program/		Assistant Principal				
		facility			*Weekly			
		limitations.		Sharon Grant	communication			
					with instructors			
				Science Coach	*Assessments			
				Lotoya Joseph-Brown				
				Letey w vestpin Bre iiin				
				Reading Coach				
				Reading Coach				
				M G1				
				Mary Shaw				
				Reading Coach Gladymir				
				Veillard				
		1.3.	1.3.	1.3.	1.3.	1.3.		
Based on the analysis of student	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool			
achievement data, and reference	Barrier	Sualogy	Responsible for Monitoring	Effectiveness of	Diamanon 1001			
to "Guiding Questions", identify	-		1					
and define areas in need of				Strategy				
improvement for the following				Bullegy				
group:								

2012-2013 School Imp		'lan Juvenil	e Justice Education	Programs		
2. Students scoring at or	2.1.	2.1.	2.1.	2.1.	2.1.	
above Achievement Levels						1
4 and 5 in Biology.	Students in	*Teachers	Principal	*Classroom observations	*Biology EOC	
		will facilitate		(CWT)	2 2 2 3 7 2 2	
		classroom	David Watkins			
		instruction				
		of biology		*Lesson Plans	*Quizzes and Tests	
	the entire	content with				
			Assistant Principal			1
	year		1	*Weekly communication		1
	Ĭ		Sharon Grant	with instructors		
		*Science				
		Coach		*Assessments		
			Science Coach			
		closely with				
		students as	Lotoya Joseph-Brown			
		an additional				
		resource				
		for delivery	Reading Coach			
		or blology	Reading Coach			
		content.	Mary Shaw			
			Mary Shaw			
			Reading Coach			1
			Gladymir Veillard			1
			Giaa jiini y Giiiai a			
						1
						1

	Level of	2013 Expected Level of Performance:*			
Biology benchmarks so that students will be adequately prepared for the Biology EOC assessment					
		Pending Data			

2012-2013 School Improvement	Pian Juvenii	e Justice Education	i Programs			
	2.2	2.2.	2.2.	2.2.	2.2.	
	Students are	*Teacher will provide	Principal	*Classroom	*Biology EOC	
	unable to	modified activities and/	Timeipai	observations (CWT)	Blology LOC	
			David Watkins	observations (e w i)		
	hands	or virtual labs	David Watkins			
	on activities			*Lesson Plans	*Quizzes and Tests	
	due to			Lesson i iuns	Quizzes and Tests	
	program/		Assistant Principal			
	facility			*Weekly		
	limitations.			communication		
	mmutions.			with instructors		
				With hish actors		
			Science Coach	*Assessments		
			Selence Coach	1 133C33IIICII13		
			Lotoya Joseph-Brown			
			Lotoya vosepii Brown			
			Reading Coach			
			Treating Couch			
			Mary Shaw			
			Reading Coach Gladymir			
			Veillard			
	2.3	2.3	2.3	2.3	2.3	

Science Professional Development

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

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

PD Content /Topic

Grade Level/ Subject

PD Facilitator

and/or

PLC Leader

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

(e.g., PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of meetings)

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

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 Achieveme nt					
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 Imp	rovement P	ian Juveniie J	ustice Laucation	Programs		
1. Students scoring at	1.1.	1.1.	1.1.	1.1.	1.1.	
Achievement Level 3 in	ĺ					[
Civics.						
Civics.						
	l					[
Civics Goal #1:	2012 Current	2013 Expected Level of Performance:*				
	Level of	of Performance:*				
	Performance:*					
Entan manuating for the ag -1 : this	ĺ					
Enter narrative for the goal in this box.	l					[
oox.						
	l					[
1	ĺ					[
	Enter numerical	Enter numerical data				
	data for	for expected level of performance in this box.				
	current level of performance in this	perjormance in this box.				
	perjormance in inis box.					[

2012-2013 School Improvement Plan Juvenile Justice Education Programs 1.2. 1.2. 1.3. 1.3. 1.3. 1.3. 1.3. Based on the analysis of student Anticipated Strategy Person or Position Process Used to Determine **Evaluation Tool** achievement data, and reference Barrier Responsible for Effectiveness of to "Guiding Questions", identify and define areas in need of improvement for the following Monitoring Strategy group: 2. Students scoring at or 2.1. 2.1. 2.1. above Achievement Levels 4 and 5 in Civics.

Civics Goal #2:	2012 Current Level of	2013 Expected Level of Performance:*	ustice Dudention				
	Performance:*						
Enter narrative for the goal in this box.							
0.000							
	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.	
		h 2	2.2	h 2	h 2	2.2	
		2.3	2.3	2.3	2.3	2.3	
1							

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.

May 2012 Rule 6A-1.099811 Revised May 25, 2012

PD Content /Topic

Grade Level/ Subject

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

(e.g., PLC, subject, grade level, or school-wide)

(e.g. , Early Release) and Schedules (e.g., frequency of

PLC Leader

meetings)

Civics Budget (Insert rows as needed)

21/100 200800 (111001010 110 110 110 110 110 110 11	· · · · · · · · · · · · · · · · · · ·		
Include only school-based funded			
activities/materials and exclude district			
funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Civics Goals

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

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

U.S. History EOC Goals	Problem- Solving Process to Increase Student Achieveme nt					
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:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2012-2013 School Imp	provement r	<u>ian Juvenne J</u>	ustice Education	Programs		
1. Students scoring at	1.1.	1.1.	1.1.	1.1.	1.1.	
Achievement Level 3 in						
U.S. History.	*Students	*Students will	Principal	Leadership Team meets	*Teacher observation	
•	lack the	be mediated in	- 1.1.1 . 1p w.	to review and discuss	and feedback to	
		Princeton	David Watkins	what resources and	support academic	
		Review and	Duvid Walking	support is needed.	improvement.	
		prepped		support is needed.	improvement.	
		academically for		*Coach/Teacher	*Teacher-made Tests,	
		all assessments	Assistant Principal	Conference to discuss	Chapter, Unit, and	
		through various	r issistant i interpar	students' academic needs		
	order thinking		Sharon Grant	and improvements.	project to monitor	
	questions.	strategies and	Sharon Grant	and improvements.	academic advancement	
	questions.	exposure to		*Coach/Administration	and/or re-teaching	
		released testing		Conference to discuss	to increase student	
			Reading Coach	instructional staff	achievement.	
		materials.	reading Coden	support and resources.	deme vement.	
		*All curricular	Mary Shaw	support and resources.	*Data Chats to monitor	
		areas will	iviary Shaw	Teachers and students	students' academic	
		actively			needs.	
		integrate higher		to pinpoint areas of	necus.	
			Reading Coach	concern and plan for	*Direct results of	
			Gladymir Veillard	remediation.	ACT/SAT/PSAT.	
		instruction/	Gladyiiii Veiliara	remediation.	1101/5/11/15/11.	
		discussions and				
		assessments.		*Mini-Assessments to		
			Science Coach	include higher order		
		*Use test data to	Serence Coden	thinking questions are		
		monitor student	Lotoya Joseph-	utilized to provide		
			Brown	skilled practices and		
		and areas	Dio wii	feedback for areas in		
		needing		need of remediation.		
		re-teaching for		need of remediation.		
		continuous		*Classroom		
		progress and		Walkthroughs will be		
		provide		practiced with fidelity to		
		accommodations		ensure questioning		
		and		techniques are integrated		
		modifications to		effectively.		
		the]		
		curriculum.				

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. 2013 Expected Level U.S. History Goal #1: 2012 Current Level of of Performance:* Performance:* Students will achieve 30% on the history EOC for a passing score for schools year of 2012-2013. No Data 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	Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool			
and define areas in need of improvement for the following				Strategy				
group:	2.1	0.1	2.1	h 1	h 1			
		2.1.	2.1.	2.1.	2.1.			
above Achievement Levels	3							
4 and 5 in U.S. History.								
Civics Goal #2:	2012 Current	2013 Expected Level						
	Level of Performance:*	of Performance:*						
	r errormance.							
Enter narrative for the goal in								
this box.								
				ĺ				
				ĺ				
				ĺ				
				ĺ				
	Enter numerical	Enter numerical data						
	Enter numericai data for	Enter numerical data for expected level of		ĺ				
	current level of	performance in this box.		ĺ				
	performance in this			ĺ				
	box.							

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

Grade Level/ Subject PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or
PLC Leader

(e.g., PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of meetings)

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	
S. L.A.A.I.				
Subtotal:				
Technology				
Strategy	Description of Resources	Funding Source	Amount	
S. 1.4.4.1.				
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)).

				<u> </u>	_ 0 0	
CAREER EDUCATION GOAL(S)	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of school data, identify and define	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool	
areas in need of improvement:				Strategy		

2012-2013 School Improvement	Pian Juveni	ie Justice Laucatioi	i Programs		
1. Career Education Goal 1.1.	1.1.	1.1.	1.1.	1.1.	
Ineffective use of	*Assign career teacher	Principal	*Internal mock quality	* Internal mock	
	to		assurance review	quality assurance	
technologica resources				review	
resources	computer lab			leview	
		Assistant Principal	*Classroom observations		
	*Unwrap 30 career	Sharon Grant		* Classroom	
			*Student and staff surveys	observations	
	competencies and target		EPEP		
	opportunities to integrate	Mary Shaw		*Student and staff	
	technology into instruction	Reading Coach Gladymir Veillard	*Interviews	surveys	
	*Create student passwords	Science Coach Lotoya Joseph-Brown			
	for FLChoices.or				

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs	
1.2. 1.2. 1.2. Principal 1.2. 1.2.	
Insufficient *Survey current David Watkins *Internal mock *Internal mock	
career resources available quality	
quality assurance	
resources assurance review	
Assistant Principal review	
*Acquire and align	
career Sharon Grant	
*Classroom	
resources needs with observations *Classroom	
the	
Reading Coach Observations	
30 career competencies	
Mary Shaw *Student and staff	
surveys	
* Student and staff	
*Train teacher to	
Reading Coach Gladymir Surveys	
effectively differentiate Veillard *EPEP	
the resources delivered	
* EPEP	
during career Science Coach *Interviews	
instruction	
Lotoya Joseph-Brown	
* Interviews	
* teacher will	
utilized a variety of	
resources to supplement	
the delivery of career	
instruction	

2012-2013 School Improvement Plan Juvenile Justice Education Programs 1.3. 1.3. 1.3. 1.3. 1.3. *Florida Choices Lack of depth *Target career Principal *Classroomwalkthroughs instruction David Watkins utilizing the 30 career knowledge and rigor in *Career Inventory competencies *Treatment Team **Assistant Principal** career instruction Sharon Grant *Classroom-*Utilize approved *Small learning community Walkthroughs resources to facilitate Reading Coach Collaboration career instruction Mary Shaw *Guidance log *Guidance and *Implement project

Reading Coach Gladymir

Veillard

Science Coach

Lotoya Joseph-Brown

based

activities to build on

Brace

Advisor logs

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

Grade Level/ Subject

PD Facilitator

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

(e.g., PLC, subject, grade level, or school-wide)

PD Participants

(e.g., Early Release) and Schedules (e.g., frequency of meetings)

PLC Leader

Career Education Coal(s) Rudget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.	
Evidence-based Program(s)/Materials(s)	
Strategy	Desc
Subtotal:	
Technology	
Strategy	Desc
Subtotal:	

Professional Developmen		
Strategy		Desc
		Subtotal:
Other		
Strategy		Desc
	C	rand Total:
End of Career Educati		Tanu Totai.
	Guiding Questions to Inform the Problem-Solving Process	
How does the program	Guiding Questions to Inform the Problem-Solving Process deal with transition planning (entry and exit transition)?	
How many students s	deal with transition planning (entry and exit transition)?	

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

2012-2013 School Imp	rovement P	<u>ian Juvenn</u>	e Justice Education	i Programs			
	2012 Current Level :*	2013 Expected Level :*					
	Levei :*	Level :*					
By the end of the 2012-							
2012 ashaal waan at laast							
2013 school year, at least							
82% of the students							
released from Thompson							
Academy ,who have not							
already earned their							
Diploma will be							
Dipioina will be							
transitioned to a viable							
transitioned to a viable							
school placement option or							
a job training program.							
	70% (100)						
	7070 (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

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

Grade Level/ Subject

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or PLC Leader (e.g., PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of meetings)

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	Desc
Subtotal:	
Technology	
Strategy	Desc

•	Subtotal:	
Professional Development		T
Strategy		Γ
	~	_
	Subtotal:	
Other		
Strategy		Ι
		_
	G IT	
	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 q	uestion on the template.	
		\neg
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))

Trifeir asing perce	iitages, iiieiaae	the number of st	ddents the percentage.	represents hext to the pe	recitage (e.g. 7070	(33)).	
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.		
		2013 Expected Attendance Rate:*					

Enter nu	merical data Enter numerical data fo	P				
for curre	ent attendance expected attendance rate	2				
rate in tl						
2012 C	urrent 2013 Expected					
Number	of Students Number of Students					
with Ex	cessive with Excessive					
Absence						
Absence	Abscrices_					
(10	(10					
(10 or 1						
	merical data Enter numerical data					
for curre	ent number of for expected number of					
absences	in this box absences in this box.					
2012 Cr						
Number						
Student						
Excessi	ve Tardies Students with					
(10 or n	ore) Students with					
10 01 1	Excessive Tardies					
	(10 or more)					
1	(10 or more)	1				
	merical data Enter numerical data					
	ent number of for expected number of					
students	tardy in this students tardy in this					
box.	box.					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.4.	1.2.	1.2.	1.4.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	
	1.5.	1.5.		1	1.5.	

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 May 2012 Rule 6A-1.099811

Revised May 25, 2012

PLC activity.

PD Content /Topic

Grade Level/ Subject

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

(e.g., PLC, subject, grade level, or school-wide)

(e.g., Early Release) and

PLC Leader

Schedules (e.g., frequency of meetings)

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.

	□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.	