

# FLORIDA DEPARTMENT OF EDUCATION



## School Improvement Plan (SIP) for Juvenile Justice Education Programs

2012–2013

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

### 2012 – 2013 SCHOOL IMPROVEMENT PLAN

#### PART I: SCHOOL INFORMATION

School Name: Tantie Juvenile Residential Facility	District Name: Okeechobee
Principal: Rozelle Bradley	Superintendent: Ken Kenworthy
SAC Chair: Randy Weigum	Date of School Board Approval:

#### **Student Achievement Data:**

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

#### **Administrators**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Principal	Rozelle Bradley	<b>Degrees:</b> BA – Psychology/Sociology M.Ed. – ESE <b>Certifications:</b> English 6-12 ESE (K-12)	7	1 Month	N/A

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### Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Reading English	Jacqueline Fox	BA – FAU English For Speakers Of Other Languages (ESOL), Endorsement English, (6 - 12) Exceptional Student Education, (K - 12) History, (6 - 12) Primary Education, (K - 3) Reading, Endorsement Social Science, (6 – 12)	6	6	During the 2011/2012 SY, 52% (36 of 69) of students made gains of at least 1 grade level in NCE Reading.

### Effective and Highly Effective Teachers

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Teacher	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
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English Reading Social Studies	Jacqueline Fox	BA – FAU English For Speakers Of Other Languages (ESOL), Endorsement English, (6 - 12) Exceptional Student Education, (K - 12) History, (6 - 12) Primary Education, (K - 3) Reading, Endorsement Social Science, (6 – 12)	6	6	During the 2011/2012 SY, 52% (36 of 69) of students made gains of at least 1 grade level in NCE Reading.
English Reading Social Studies	Thomas Anderson	BA – Wayne State University M.A. – University of Pennsylvania English (6-12) Social Studies (6-12)	10 months	10 months	During the 2011/2012 SY, 52% (36 of 69) of students made gains of at least 1 grade level in NCE Reading.
Science	Ronald Sirman	BA – Barry University Biology, (grades 6 - 12) English For Speakers Of Other Languages (ESOL), Endorsement Professional Exceptional Student Education, (grades K - 12) Professional General Science, (grades 5 - 9) Professional Middle Grades Integrated Curriculum, (grades 5 - 9) Reading, Endorsement Professional	5	5	During the 2011/2012 SY, 52% (36 of 69) of students made gains of at least 1 grade level in NCE Reading.  During the 2011/2012 SY, 9% (1 of 11) made a 1% gain and 27% (3 of 11) made a 3% gain in the Algebra EOC. During the 2011/2012 SY, 5% (1 of 18) made a 1% increase, 5% (1 of 18) made 3% increase, 2% (2 of 18) made a 5% increase and 38% (7 of 18) made above 5% increase in F-CAT Math.
Math	Roneka McQueen	BA – Webber University Math (5-9) Math (6-12) ESE (K-12)	2	2	During the 2011/2012 SY, 9% (1 of 11) made a 1% gain and 27% (3 of 11) made a 3% gain Algebra EOC. During the 2011/2012 SY, 5% (1 of 18) made a 1% increase, 5% (1 of 18) made 3% increase, 2% (2 of 18) made a 5% increase and 38% (7 of 18) made above 5% increase in F-CAT Math.
Vocational Courses	Barbara Lutjen Joseph Smith	Certified for vocation BS Computer Science	5 2	5 2	95% (21 of 22) students earned their Microsoft Word and PowerPoint Certifications

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### Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. G4S pays the tuition required for teachers to acquire the courses needed to obtain endorsements and /or certifications necessary to reach the highly qualified status.	G4S	06/30/2014	
2. Salary increases for teachers who obtain highly qualified status.	G4S	On-going	
3. New teachers undergo a comprehensive training program to prepare them for working in a DJJ School.	G4S	On-going	
4. Partner new teachers needing mentoring with Tantie's selected veteran staff and ensure that they have access to all of the instructional resources they need in the classroom.	Principal	On-going	

### *Non-Highly Effective Instructors*

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who are NOT highly effective.

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective

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### *Staff Demographics*

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
6	17% (1)	66% (4)	0	17% (1)	17% (1)	50% (3)	50% (3)	0	33% (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
Jacqueline Fox	Thomas Anderson	Assistance with the reading program	Observation, lesson planning, classroom management, materials and supplies selection.

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### ***\*Grades 6-12 Only-*** Sec. 1003.413 (2)(b) F.S

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

The New Century Education Diagnostic Assessment is administered to all students entering the program within 10 school days. Students scoring below grade level will complete a computer generated lesson plan through NCE. Students who have not passed the F-CAT Reading will be enrolled in an Intensive Reading Course. These students will also improve and increase their vocabulary/language by completing assignments through the Townsend Press Vocabulary Series. Students will participate in structured reading during intensive reading, academic and vocational courses. Students' reading abilities will be evaluated using New Century Education (NCE), Florida Department of Juvenile Justice Common Assessment, and Florida Ready to Work (WIN). NCE and Common Core assessments will be conducted upon entry and exit. FAIR and NCE assessments will be used to conduct progress monitoring. FAIR will be conducted three times during the school year.

Three teachers have earned their Reading Endorsement and one reading teacher will continue working on completing required course work towards becoming reading endorsed. The reading teacher provides all teachers with the intensive readers construct and sub processes upon which the students' learning goals are developed. All teachers then provide students with chapter material and opportunities to incorporate those constructs and sub processes into their subject area or vocational classes during the month. All teachers are required to provide students with a minimum of 10-15 minutes daily of subject area reading. The principal meets with all teachers, monthly, for a progress report at the Reading Leadership Team meeting.

All teachers must introduce their students to at least 7, but no more than 10, vocabulary words each week. Those words are put on a chart and at the end of the week they are added to the word wall in that class. The intent is to improve the tier 3 vocabulary words learned in the core and vocational courses to increase the students' vocabulary beyond what would typical be learned in composition based language arts classes.

The strategies for all teachers are to use read alouds and silent reading as strategies and to incorporate morphological (base words, prefixes, suffixes, and etymological concepts), contextually and semantically cueing, and comprehension strategies such as highlighting, rereading, etc.

### ***\*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 school offers labs in culinary arts, Microsoft Specialist Certification (in Word, PowerPoint and Excel), and accounting and bookkeeping. Teachers provide students with opportunities to complete job applications, prepare for interviews, and career video segments that will ensure a smooth transition from the program to their community. All students use career exploration tools like [www.Bridges.com](http://www.Bridges.com) (Choices), Facts.Org, and the [www.myfloridareadytowork.com](http://www.myfloridareadytowork.com) website. Students are enrolled in the WIN program that provides course work for Locating Information, Math and Reading. Upon completion of the coursework, students are administered the mastery test that allow them to earn Bronze, Silver or Gold Certifications. All students are enrolled in one or more vocational courses leading to an OCP. Academically, all high school students have a four

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year graduation plan and take courses required to complete those requirements.

Students enrolled in the Culinary Arts Program are able to earn their SafeStaff Certifications. Students enrolled in the Microsoft Office Specialist Courses, are able to obtain their Microsoft Word, PowerPoint and Excel Certifications through Certiport.

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?

Students review transcripts, from previous academic settings, with the transition specialist and data processor. To the extent that it is possible students select the courses in which they want to enroll within their need for credits applicable to statewide high stakes tests, FAIR, and the courses that the school can offer. However, in a DJJ environment, security imposes a heavy influence on career courses that students may select. Students are encouraged to select at least one career which they can then research the required training and education needed, through the [www.Bridges.org](http://www.Bridges.org) website.

### *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.

Students are counseled, during their vocational classes, of the importance of pursuing a postsecondary education in order to qualify for the vocational career of their choice. The availability of the Pell Grant to cover their tuition, books, fees and miscellaneous items is discussed with them and the FAFSA application forms are provided to them. Information on state postsecondary schools through CHOICES is made available to them on-line.

## 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?



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\* 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
<b>1. Percentage of students making learning gains in reading.</b>			1.1. Students are often 2-3 grade levels behind their peers as measured by the NCE, FAIR and WIN.	1.1. Small group instruction in intensive reading classes complemented by students’ use of a computer-based reading program used to focus on defined areas of individual weakness. Continued monitoring of students’ progress so that students are able to read on grade level and pass the GED and/or F-CAT reading assessments.	1.1.Mrs Fox and Mr. Anderson	1.1. Monthly New Century progress reports and FAIR assessments, to review students’ gains in reading.	1.1. WIN Common Assessment, FAIR, F-CAT and New Century.
<u>Reading Goal #1:</u>							
Students will be expected to make gains in reading skills to reach grade level or close to grade level proficiency.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	During the 2011/2012 SY, 52% (36 of 69) of students made gains of at least 1 grade level in NCE Reading.	62% of all students will make reading gains.					
			1.2. Small group instruction focused on F-CAT reading gains.	1.2. Assist teachers in developing rigorous, differentiated lesson plans that will engage 90% of their students. All subject area and vocational teachers will provide reading instruction in their classes.	1.2. Intensive reading teachers and the transition specialist	1.2. Progress on Fall and Spring F-CAT reading scores.	1.2. F-CAT reading results
			1.3. Enroll career/technical and identified academic teachers in ESOL classes and Reading Endorsement courses so that teachers learn strategies to help students read more proficiently.	1.3. Students will be taught to use thinking maps.	1.3. Reading teachers	1.3. Review of lesson plans F-CAT Results Ready to Work performance in reading.	1.4. Lesson plans, Ready to Work Certificates (Bronze, Silver or Gold)

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b> Reading Goal #2:	Baseline data 2010-2011						

### Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading progress in intensive reading & English classes	9-12	Ms. Fox	Mr. Anderson, Mr. Sirman, Ms. Huddleston, Ms. McQueen, Mr. Smith , Ms. Bradley	Bi-monthly	Report NCE reading gains and review of student progress by class.	Ms. Bradley
Reading teacher enroll in ESOL courses	9-12	TBA by the district	Mr. Anderson	TBA by the district	Observation of classroom instruction	Ms. Bradley
Reading teacher enroll in Reading Competency Courses	9-12	TBA by the district	Mr. Anderson	30 hours Schedule TBA by the district	Documentation of progress in reading class	Ms. Bradley

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### Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading texts aligned with district core and supplementary approved materials	Impact reading and other approved reading materials	Instruction Materials	\$2000
Library books & other reading materials	High interest reading materials for school library and student check out.	School budget	\$1000
			<b>Subtotal: \$3000</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Focus on reading areas of improvement, such as reading comprehension, inference, and vocabulary.	New Century Education Reading License Renewal	Title 1	\$5,258
Florida Ready to Work software in reading	Students will work on reading improvement using Florida Ready to Work reading software so that they may earn a state-recognized work certificate.	Software is free of charge	\$0
			<b>Subtotal: \$5,258</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Enroll teachers in reading courses	State, district and IRSC reading classes	Professional Development Budget	
New Century Education Training	New Century Education	OIHH	\$0
Florida Ready to Work	State	Free of charge	\$0
			<b>Subtotal: \$0</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			<b>Grand Total: \$8,258</b>

*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.

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### Guiding Questions to Inform the Problem-Solving Process

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

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

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Percentage of students making learning gains in mathematics.</b>			1.1. Students are often behind their peers in basic mathematics skills (multiplication, simplifying fractions and decimals).	1.1. Computer assisted instruction through New Century Education, PLATO, FASTT Math and Fraction Nation to individualize the differentiated instruction.	1.1. Math teacher	1.1. Monthly reports at Formal Educational Treatment Team meetings, detailing student progress in mathematics.	1.1. WIN, F-CAT and NCE
<u>Mathematics Goal #1:</u>							
Students will be expected to make gains in mathematics during their enrollment at Tantie Juvenile Residential Facility, which lasts from 12-24 months. We hope to help students make gains so that they are either on or near grade level.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	During the 2011/2012 SY, 9% (1 of 11) made a 1% gain and 27% (3 of 11) made a 3% gain Algebra EOC. During the 2011/2012 SY, 5% (1 of 18) made a 1% increase, 5% (1 of 18) made a 3% increase, 2% (2 of 18) made a 5% increase and 38% (7 of 18) made above 5% increase in F-CAT Math.	80% of students testing on the new common assessment will make learning gains based on performance on a common assessment for mathematics pre- and post-test comparisons.					

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			1.2. Students are struggling with passing the F-CAT Math, Algebra 1 EOC and Geometry EOC, since they are typically unfamiliar with the kind of math problems that they encounter on these assessments.	1.2. Increase the use of technology in the classroom and use supplemental computer assisted instruction in the math curriculum to increase the progress monitoring of students.	1.2. Math Teacher	1.2. Evaluation of students' performance on the F-CAT and EOC exams.	1.2. F-CAT Math and EOC scores review.
			1.3. Grades 6-12 are in the same classroom during the same math period, where most of them are unfamiliar with solving real-world problems..	1.3. Supplement instruction with NCE, and WIN software. Include math problem solving in Culinary Arts class (measurement) class.	1.3. Math and vocational teacher	1.3. WIN and NCE pre- and post - report. Vocational Instructor feedback.	1.3. F-CAT, NCE and Florida Ready to Work Certifications.

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
<b>2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b> <u>Mathematics Goal #2:</u>	<b>Baseline data 2010-2011</b>						

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### Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra.			1.1. Students experience a gap in basic math skills due to poor attendance.	1.1. The mathematics teacher will focus lessons on Algebra I topics that students might not be familiar with. The teacher will access the <a href="http://www.Pearsonaccess.com">www.Pearsonaccess.com</a> website and review practice tests with all students required to take the Algebra I EOC.	1.1. Math teacher	1.1. Evaluation of students’ Algebra I exam results.	Algebra I EOC results
Algebra Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
70% of Achievement Level 3 students taking the Algebra I EOC will pass. Students must pass the Algebra I EOC in order to earn a credit in Algebra.	During the 2011/2012 SY, 9% (1 of 11) made a 1% gain and 27% (3 of 11) made a 3% gain Algebra EOC. During the 2011/2012 SY, 5% (1 of 18) made a 1% increase, 5% (1 of 18) made a 3% increase, 2% (2 of 18) made a 5% increase and 38% (7 of 18) made above 5% increase in F-CAT Math.	The number of students achieving proficiency in Algebra I should increase to 50%.					
			1.2. Students are typically not motivated to pass the Algebra I EOC, since they struggle with basic math computation skills.	1.2. Reviewing and drill of Algebra I content during math classes. Small group instruction	1.2. Math teacher	1.2. Review of students’ performance on completing Algebra packets.	1.2. Algebra I EOC scores
			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

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2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			2.1. Students who have earned their Algebra 1 Credit and earned a passing score on the Algebra 1 EOC, typically are not motivated to take the Algebra II course.	2.1. Students will complete text book assignments and computer-based assignments through PLATO.	2.1. Math teacher	2.1. Progress reports from the math teacher and 80% mastery on PLATO assessments.	2.1. Passing grade in Algebra II.	
Algebra Goal #2:  Students who have achieved Levels 4 and 5 in Algebra I will be enrolled in Algebra II	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	No data available	100% of Achievement Level 4 & 5 will have passed the Algebra I EOC						
			2.2.	2.2.	2.2.	2.2.	2.2.	
			2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011							
Algebra Goal #3:								

*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)).

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Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>			1.1. Students present with a deficit in mastering Geometry concepts. This deficit is mainly due to a gap in poor attendance in previous academic settings.	1.1. Students will follow a learning path determined by PLATO software.	1.1. Math teacher	1.1. Review of assignments and teacher given assessments.	1.1. Mastery assessments through PLATO software.	
<u>Geometry Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
Students will be enrolled in Geometry upon completion of the Algebra I course. Students will complete all assignments according to the Plato lesson plan path.	No data available	We anticipate that 50% of students who enrolled in Geometry will pass the Geometry EOC exam.						
			1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>			2.1. N/A	2.1. N/A	2.1. N/A	2.1. N/A	2.1. N/A	
<u>Geometry Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
Provide accelerated learning in Geometry for those students scoring at levels 4&5.	No Data	No Data						
			2.2.	2.2.	2.2.	2.2.	2.2.	
			2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017



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(AMOs), Reading and Math Performance Target							
<b>3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b> Geometry Goal #3:	<b>Baseline data 2010-2011</b> No students tested in Geometry during the 2010-2011 SY	<b>N/A</b> <b>No data available</b>					

## Mathematics Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
New Century Education Training	6-12	Provided by NCE	Ms. McQueen	TBD	Monitoring entrance and exit gains	Principal
District and state standards in mathematics	6-12	Ms. McQueen	Mathematics teacher	Monthly meetings	Classroom observations	Principal

*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
Purchase new Algebra I EOC materials to assist students to learn difficult content	State/district approved materials	Instructional materials	\$2,500

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and prepare them for the Algebra I exam.			
Invite technology trainers to provide training in the use of classroom technology	Polyvision Boards, 3M projectors, student response systems, document cameras, and Airslate technology.	Not known at this time	
			<b>Subtotal: \$2,500</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
New Century Education	Software to improve students' computational skills	Title 1	Included in the reading.
			<b>Subtotal: \$2,500</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
District in-services/courses for teacher(s) to earn reading competencies and ESOL endorsements.	Fund teachers' participation	Professional Development	\$300.00
			<b>Subtotal: \$300.00</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the use of technology in the math program by individualizing instruction in the New Century, FASTT Math, Fraction Nation, and PLATO computer assisted software allowing students to learn at their own pace.	All students at Tantie have their own computer. Students are using the mathematics software programs 2-3 days per week.	No funding required	Not required
			<b>Grand Total: \$2,800</b>

### *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)).

<b>Biology EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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

<b>1. Students scoring at Achievement Level 3 in Biology.</b>			1.1. Many students enter Tantie Juvenile Residential Facility with some science credits. Many have been out of school for extended periods. They are not accustomed to the rigorous study that the Biology EOC exam requires.	1.1. Assure that teachers are following all state and district guidelines for Biology and are given the needed preparation to pass the EOC exam.	1.1. Science teacher	1.1. Ensure that students complete required assignments and assessments on the digital interactive Biology text books.	1.1. Biology EOC exam
Biology Goal #1:  50% of students taking the Biology I EOC will pass in order to earn a science credit in Biology	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	No data available	50% of students will pass the Biology EOC exam.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</b>			2.1. Students in a DJJ program are often distracted from meeting their goals in education due to the fact that they have not experienced a supportive and technologically advanced educational environment.	2.1. Students will participate in the digital Biology course work. This is an interactive program, which allows students to work at a pace that they are comfortable with for completing assignments and assessments.	2.1. Science teacher	2.1. Computer program reports that will indicate mastery of concepts.	2.1. Biology I EOC exam
Biology Goal #2:  100% of students taking the Biology I EOC will pass in order to earn a science credit in Biology. We do not anticipate a large number of Achievement 4 & 5 students will take the exam.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	No data available	100% of students will pass the Biology EOC exam					

## 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

## Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reviewing curriculum and state standards	9-12 Biology	R. Sirman	Science Teacher	06/30/2013	Principal will monitor schedule and success of teacher in completing the certifications.	Principal

## 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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*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
<b>1. Students scoring at Achievement Level 3 in Civics.</b>			1.1. 50% of our current 7 <sup>th</sup> graders are performing below grade level in reading and math.	1.1. Text books are available for all 7 <sup>th</sup> grade students. The students will be introduced to Civics by a certified social studies teacher.	1.1. Ms. Fox	1.1. Monthly progress reports for treatment team meetings.
<b>Civics Goal #1:</b> All middle school students are required to take the Civics EOC exam in order to be promoted to the 9th grade. Following the district lead, we will offer Civics to 7th grade students.	<b>2012 Current Level of Performance:*</b> No data available	<b>2013 Expected Level of Performance:*</b> We expect to enroll 4 students in Civics with a 50% pass rate.				
			1.2.	1.2.	1.2.	1.2.
			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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>			2.1.	2.1.	2.1.	2.1.

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

Civics Goal #2:  N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

## Civics Professional Development

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

## Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Online resources available from the text book provider.	Florida Teacher Lesson Center	Included with text books.	\$0
			<b>Subtotal:</b>
Professional Development			

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

### *End of Civics Goals*

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>			1.1. Most students who are enrolled at Tantie Juvenile Residential Facility have been out of school for extended periods. They are not accustomed to the rigorous study that the US History EOC exam requires.	1.1. Teachers will follow all state and district guidelines for the US History Course and will be given the needed preparation to pass the EOC exam.	1.1. Principal, Social Studies Teachers.	1.1. US History EOC exam
<b>U.S. History Goal #1:</b> 50% of Achievement Level 3 students taking the US History EOC	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *				
	No data Available	50%				
			1.2.	1.2.	1.2.	1.2.

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

		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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>		2.1. Often do not take their social studies classes as seriously as science and mathematics. Students at the higher levels of achievement may tend to focus on math and science which are typically thought of as more rigorous than history courses.	2.1. Provide students with rigorous US History content that interests students and helps them to acquire important skills and knowledge associated with US History.	2.1. Social Studies teacher, Principal	2.1. Classroom observation of US History classes and the degree of adherence to US History course standards (i.e. rigorous content) so that the students are prepared for the exam.	2.1. US History EOC exam
Civics Goal #2:  100% of Achievement Levels 4 & % students taking the US History EOC. We anticipate having only 1 or 2 students in this category.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	No data available	100% of Achievement Levels 4 & 5 will pass the US History EOC exam.				
		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
US History course standards and EOC exam	9-12	TBD	Social Studies Teachers	07/01/2012-06/30/2013	Meeting with the transition specialist and principal to determine a course of action to prepare students for the exam.	Principal



## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

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### 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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of U.S. History Goals*

### Career Education Goals

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

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

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

- 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
<b>1. Career Education Goal</b>			1.1. Cost of support and training for our staff.	1.1. Instruction in technical program to increase the number of industry certificates earned during the 12/13 SY.	1.1. Instructor and Transition Specialist	1.1. Review student certification assessments to determine the strength of instruction and where changes are needed to increase the number of students successfully passing the certification assessments and receiving their certifications.	1.1. Certiport assessments
Tantie Juvenile Residential Facility is a Career Level 2 school.  16 Students in the Network Support Services will complete courses in Microsoft Word, Excel. PowerPoint, Networking 1 and Networking 2 and receive their industry recognized certifications.  1.2 25 students will in the Culinary Arts Program will receive Safe-Staff certificates from the Florida Department of Health  1.3 18 students will be enrolled in the digital design course	2012 Current Level :*	2013 Expected Level :*					
	99% (21/22) of students earned their Microsoft Word Certifications, 100% (22) students earned their Microsoft PowerPoint Certifications.	100% of students will earn their Microsoft Excel Certification through Certiport	1.2 The security requirements of the program prevent us from enrolling more students in this program due to the use of knives and other class A tools.	1.2 The SafeStaff certificate enables our students to start work in the food service industry at a rate higher than minimum wages because they are already certified and the employer does not have to pay for the cost of their training.	1.2 Culinary Arts Teacher	1.2 75% of students qualifying for the test should pass.	1.2 State SafeStaff test for food handlers
	1.2 25 Students earned their SafeStaff certificates during the 2011/2012 SY	1.2 The number of SafeStaff certificates will remain at 25 because of the limitations on the number of students meeting the security requirements of the program.	1.3 Security Requirements for online instruction	1.3 Students will receive instruction in digital design courses.	1.3 Computer science instructor	1.3 18 students will earn their certifications	1.3 Certification assessment
	1.3 No data	1.3 18 students will earn their certification in Adobe and Dreamweaver					
			1.2.	1.2.	1.2.	1.2.	1.2.

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

		1.3.	1.3.	1.3.	1.3.	1.3.
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### Career Education Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Computer training	9-12	C-tech	Mr. Smith	06/30/13	Principal will monitor schedule and success of the teacher in completing the certifications	Principal

### Career Education Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Acquire the required training	5-day training	Grant	\$0
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

<b>Grand Total:</b>			

*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.

<b>Guiding Questions to Inform the Problem-Solving Process</b>					
<ul style="list-style-type: none"> <li>How does the program deal with transition planning (entry and exit transition)?</li> <li>How many students successfully transition (e.g., return to school, find employment)?</li> </ul>					

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

<b>TRANSITION GOAL(S)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>			
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
<b>1. Transition Goal</b>						
A transition plan, identifying next school placement, possible places of employments, transcript information, industrial certificates earned, and contact information for the transition specialist, is developed for all students before they exit the program.	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*	1.1. Students are often afraid of returning to an alternative school setting, which decreases their motivation to return to school.	1.1. Attend transition and exit conferences to discuss	1.1. Transition Specialist	1.1. Review of transition plans and follow up information.
	100% of students exiting the program have a transition plan, identifying education and employment procedures. 19 students earned their GED diplomas and 8 students earned standard high school diplomas during the 11/12 SY	100% of students exiting from Tantie Juvenile Residential Facility will have a transition plan, identifying education and employment procedures.				
			1.2. 25% of our students are unsure of where they will be living when they return to the	1.2. Allow students to do career research, college research and financial aid research, through the www.bridges.com website.	1.2. Transition Specialist	1.2 Review of students accessing the career research website.
						1.2 Transition Specialist's report

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

		community.				
		1.3.	1.3. Students will complete the 4-hour ADAPT program.	1.3. Transition Specialist	1.3. Monitor the number of students who take the ADAPT Course	1.3. Transition Specialist's report on the number of students who earned a passing grade on the ADAPT course.

## Transition Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Transition	6-12	Ms. Bradley	Mr. Sirman, Transition Specialist	06/30/13	Review of transition plans for students exiting the program during the 12/13 SY	Ms. Bradley
ADAPT	9-12	Ms. Bradley	Mr. Sirman	06/30/13	Review of documentation of the number of students passing the ADAPT course.	Ms. Bradley

## Transition Budget (Insert rows as needed)

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

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total:</b>			

*End of Transition Goal(s)*

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

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

Guiding Questions to Inform the Problem-Solving Process	
<ul style="list-style-type: none"> <li>What was the attendance rate for 2011-2012?</li> <li>How many students had excessive absences (10 or more) during the 2011-2012 school year?</li> <li>What are the anticipated barriers to decreasing the number of students with excessive absences?</li> <li>What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2012-2013?</li> <li>How many students had excessive tardies (10 or more) during the 2011-2012 school year?</li> <li>What are the anticipated barriers to decreasing the number of students with excessive tardies?</li> <li>What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2012-2013?</li> </ul>	

\* 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	Evaluation Tool
<b>1. Attendance Goal # 1</b>			1.1.	1.1.	1.1.	1.1.
N/A	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
	N/A	N/A				
	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	Enter numerical data for expected number of				

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

	<i>absences in this box</i>	<i>absences in this box.</i>					
	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 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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Professional Development			

**2012-2013 School Improvement Plan Juvenile Justice Education Programs**

Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total:</b>

*End of Attendance Goals***Final Budget** (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	
	<b>Total: \$8,800</b>
<b>Mathematics Budget</b>	
	<b>Total: \$2,500</b>
<b>Science Budget</b>	
	<b>Total:</b>
<b>Civics Budget</b>	
	<b>Total:</b>
<b>U.S. History Budget</b>	
	<b>Total:</b>
<b>Career Budget</b>	
	<b>Total:</b>
<b>Transition Budget</b>	
	<b>Total:</b>
<b>Attendance Budget</b>	
	<b>Total:</b>
	<b>Grand Total: \$11,300</b>



## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

### School Advisory Council

#### *School Advisory Council (SAC) Membership Compliance*

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

☐ Yes

☒ No

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

Tantie, all the DJJ and the alternative high school in Okeechobee collaborate with SAC and are attempting to get the appropriate diversity in SAC membership. While many of the constituent groups are represented on SAC, we have not been successful in getting representation from all the groups.

Describe projected use of SAC funds.	Amount
N/A	

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

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