

# 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: Apalachicola Forest Youth Camp	District Name: Liberty
Principal: Carla Greene	Superintendent: Dr. Sue Summers
SAC Chair: Jodi Savoy	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	Carla Greene	Master’s Degree in Emotional Disturbances/Learning Disabilities; Bachelor’s Degree in Elementary Education; Professional Certification in Elementary K-6 and Exceptional Student Education K-12	3	3	2011-2012: Reading = 64% learning gains Math = 62% learning gains  2010-2011: Reading = 82% learning gains Math = 66% learning gains  2009-2010: Reading = 67% learning gains Math = 50% learning gains

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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.

### 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.
Math 3 <sup>rd</sup> - 12 <sup>th</sup> , Math ESE 3 <sup>rd</sup> - 12 <sup>th</sup> ,	Christopher Eby	Master's Degree in Secondary Math Education, Bachelor's Degree in Secondary Math	4	4	2011-2012 = 62% learning gains in mathematics 2010-2011 = 66% learning gains in mathematics 2009-2010 = 50% learning gains in mathematics

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Social Studies 3 <sup>rd</sup> – 6 <sup>th</sup>		Education; Professional Certification in Elementary Education K-6, ESE K-12, Mathematics 6-12			
Language Arts/Reading 3 <sup>rd</sup> – 6 <sup>th</sup> , ESE Language Arts/Reading 3 <sup>rd</sup> -6 <sup>th</sup>	Katie O'Brian	Bachelor's Degree in Elementary Education/ESOL and Exceptional Student Education/ESOL; Professional Certification in Elementary Education K-6 and ESE K-12	3	4	2010-2011: Reading = 82% learning gains 2009-2010: Reading = 67% learning gains
Science 3 <sup>rd</sup> -6 <sup>th</sup> , ESE Science 3 <sup>rd</sup> -12 <sup>th</sup> , M/J Lang. Arts 6 <sup>th</sup> , ESE Language Arts/Reading 3 <sup>rd</sup> -12 <sup>th</sup> , Reading 3 <sup>rd</sup> -12 <sup>th</sup>	Hope Wilkes	Bachelor's Degree in Elementary Education K-12; Professional Certification in Elementary Education K-6, ESOL Endorsement, Reading Endorsement, and ESE K-12	3	4	2011-2012: Reading = 84% learning gains 2010-2011: Reading = 76% learning gains 2009-2010: Reading = 79% learning gains

### 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. Provide monetary supplement upon completion of additional endorsements to current certification	Education Director	On going	
2. Partnering new teachers with veteran staff	Education Director	On going	
3. Regular meetings of new teachers with Education Director	Education Director	On going	
4. College Campus Job Fairs and recruiting at Universities	Education Director	On going	

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### *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
50% (4)	<ol style="list-style-type: none"> <li>1. Provide monetary supplement upon completion of additional endorsements to current certification.</li> <li>2. Provide on-going support and professional development</li> </ol>

### *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	33% (6)	50% (6)	17% (6)	0%	17% (6)	50% (6)	17% (6)	0%	22% (6)

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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
Christopher Eby	Zachary Ward	Beginning Teacher	Assistance with lesson plans, classroom visits and feedback, completion of the beginning teacher program.
Carla Greene	Sheneitha Young	Beginning Teacher	Assistance with lesson plans, classroom visits, and feedback.

**\*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 teachers will address reading in the Individual Professional Development Plan (IPDP) by choosing a content cluster to focus on in their classroom during the school year.

All teachers will participate in meetings every other month for “transparent accountability”: provide demonstrations for colleagues; review and display student results as a team; and present student work for focused discussions, consult in planning, lesson design, common formative assessments, and effective teaching strategies.

The Education Director will conduct classroom walkthroughs in all content classes on a regular basis to observe the implementation of the school’s literacy initiatives.

**\*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?

AFYC offers an Environmental Services vocational program. The purpose of this program is to prepare students for employment as environmental service providers or technicians for residential homes and institutions (hotels/motels, hospitals, nursing homes, campus buildings, and office buildings). This program focuses on applying skills, as well as planning, management, finance, labor issues, community issues, health, safety, and environmental issues. A student who completes the applicable competencies earns an Occupational Completion Point (OCP), which may allow them to earn a certificate that signifies a certain level skill recognized by the industry.

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AFYC also offers a Food Preparation Course. The purpose of this course is to prepare students to understand the principles of food preparation, selection and storage, basic food preparation, and selection of food services. During this course, they have the opportunity to earn Safe Staff Certificate, which is an Industry Recognized Certificate.

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?

AFYC offers students elective courses in Environmental Services and Food Preparation.

Every high school student is enrolled in either a Career Planning or Employability Skills course.

Upon entry into our school, the students take a vocational and learning inventory. The inventory guides academic and career planning. The students meet with the Principal/Guidance Counselor to discuss course selection.

### ***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](#).

AFYC School's percentage of graduates completing a college prep curriculum, enrolled in Algebra 1 course before 9<sup>th</sup> grade, completed at least one level 3 high school math course, and completed a Dual Enrollment math course are well below the district average. AFYC School is focused on creating a greater emphasis on math preparedness. The PSAT will be given to all 10<sup>th</sup> graders and the P.E.R.T. will be given to all identified eleventh graders.

## **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.

May 2012

Rule 6A-1.099811

Revised May 25, 2012

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

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

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

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

READING GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Percentage of students making learning gains in reading.</b>			1.1. Lack of reading reinforcement and opportunities outside of education hours	1.1. Provide access to high-interest books outside of education hours. Students will track their reading with signed reading logs.	1.1. Education Director and Language Arts teachers	1.1. Review Student Reading Logs	1.1. Reading Logs
<u>Reading Goal #1:</u>							
Increase the number of students making learning gains by 2% over 2012 performance levels as evidenced by the WIAT	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>64% (35) increase</b>	<b>66% of total number of students tested</b>					
			1.2. Teacher use of assessment data and resources	1.2. Provide professional development to include conceptual knowledge of testing statistics and resources	1.2. Education Director	1.2. Discussion / feedback of professional development from instructors and teachers ; Classroom Walkthroughs	1.2. Assessment Results
			1.3. Lack of Basic Reading Skills	1.3. Teachers will focus on remedial strategies of basic reading skills	1.3. Language Arts and Reading teachers	1.3. Monthly meetings with Reading teachers	1.3. DAR, SRA Assessments

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



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

<b>2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b> Reading Goal #2:  Increase the number of students making learning gains by 3% each school year.	<b>Baseline data 2010-2011</b>  82% learning gains	64% learning gains	67% learning gains	69% learning gains	73% learning gains	76% learning gains	79% learning gains

**Reading 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
Reading Endorsement	3-12	Online Courses	Reading Teacher	2012-13	Evidence of online courses	Education Director
Daily 5	Elementary	Sallie Payne	Reading and English Teachers	2012-13	PAEC follow-up exercises	Education Director

**Reading Budget** (Insert rows as needed)

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

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
HS Rdg Supplemental Remediation Curriculum	The Edge – National Geographic	Basic FTE	1, 000.00
			<b>Subtotal:1,000.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
PLATO licenses	Remedial	Title 1 N& D	\$5,000
			<b>Subtotal: \$5,000.00</b>
Professional Development			
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 Reading Goals*

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

**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)).

<b>MATHEMATICS 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
<b>1. Percentage of students making learning gains in mathematics.</b>			1.1. Lack of basic math skills	1.1. Facilitate remediation through PLATO Learning Systems	1.1. Education Director and Teachers	1.1. Analyze PLATO progress reports	1.1. PLATO progress reports
<u>Mathematics Goal #1:</u>							
Increase the number of students making learning gains by 2% over 2012 performance levels as assessed by the WIAT	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	62% (34) increase	64% of total number of students assessed					
			1.2. Lack of progress monitoring for mathematics	1.2. CBM – Math for progress monitoring and development of instructional activities to address deficient skills	1.2. Education Director	1.2. Analyze data, feedback from math teacher	1.2. CBM – Math, Exit Assessments
			1.3. Lack of mathematics manipulatives to increase better understanding of math concepts	1.3. Purchase and utilize mathematics manipulatives to enhance math instruction	1.3. Education Director	1.3. Classroom walkthroughs	1.3. Teacher assessments and student feedback

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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> <u>Mathematics Goal #2:</u> Increase the number of students making learning gains by 3% each school year.	<b>Baseline data 2010-2011</b> 71% learning gains	62% learning gains	65% learning gains	68% learning gains	71% learning gains	74% learning gains	77% learning gains

### 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
<b>1. Students scoring at Achievement Level 3 in Algebra.</b>			1.1. Lack of content-specific, ongoing support to struggling students	1.1. Assign experienced teachers to Algebra 1	1.1. Education Director and Algebra 1 teacher	1.1. Analysis of checkpoint test scores	1.1. Checkpoint tests
Algebra Goal #1: Increase the number of students making learning gains by 2% over 2012 performance levels as assessed by the Algebra EOC	2012 Current Level of Performance:* 0% (3)	2013 Expected Level of Performance:* 2% of number of total students assessed					
			1.3. Algebra 1 repeater	1.3. Develop an Algebra 1 pacing	1.3. Education Director and	1.3. Analysis of EOC, checkpoint	1.3. EOC, checkpoint tests

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		students	guide for Algebra 1 Repeater Students	Algebra 1 teacher	tests		
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 Algebra.</b>		2.1. Continued support for achieving Algebra 1 students and not just focusing on struggling students to pass the EOC	2.1. Focus instruction through alignment with Algebra objectives through an experienced Algebra 1 teacher	2.1. Education Director and Algebra 1 teacher	2.1. Collaboration of Algebra 1 teachers	2.1. EOC, checkpoint tests	
<b>Algebra Goal #2:</b> Increase the number of students making learning gains by 2% over 2012 performance levels as assessed by the Algebra EOC	<u>2012 Current Level of Performance:*</u> 0% (3)	<u>2013 Expected Level of Performance:*</u> 2% of number of total students assessed					
			2.2. Lack of materials and resources	2.2. Provide materials, resources, and common planning time for the Algebra 1 teachers	2.2. Education Director and Algebra 1 teacher	2.2. Analyze data, feedback from Algebra 1 teacher	2.2. Teacher assessments and student feedback
			2.3. Lack of a plan to improve achievement	2.3. Collaboratively develop an action plan to improve student achievement	2.3. Education Director and Algebra 1 teacher	2.3. Analyze data and collaboration	2.3. EOC results
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> N/A	0% learning gains	3% learning gains	6% learning gains	9% learning gains	12% learning gains	15% learning gains

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

Algebra Goal #3:  Increase the number of students making learning gains by 3% each school year as evidenced on the EOC						
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*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 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. Lack of content-specific, ongoing support to struggling students	1.1. Assign experienced teachers to Geometry	1.1. Education Director and Geometry teacher	1.1. Analysis of checkpoint test scores	1.1. Checkpoint tests
<u>Geometry Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of students making learning gains by 2% over 2012 performance levels as assessed by the Algebra EOC	Zero students were assessed	2% of number of total students assessed					
			1.2. Lack of remediation for struggling students	1.2. Offer and encourage student participation in after-school tutoring	1.2. Education Director and Geometry teacher	1.2. Feedback from Geometry teacher and tutors	1.2. Teacher assessments and student feedback
			1.3. Geometry repeater students	1.3. Develop an Geometry pacing guide for Geometry Repeater Students	1.3. Education Director and Geometry teacher	1.3. Analysis of EOC, checkpoint tests	1.3. EOC, checkpoint tests

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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. Continued support for achieving Geometry students and not just focusing on struggling students to pass the EOC	2.1. Focus instruction through alignment with Geometry objectives through an experienced Geometry teacher	2.1. Education Director and Geometry teacher	2.1. Collaboration of Geometry teachers	2.1. EOC, checkpoint tests	
Geometry Goal #2: Increase the number of students making learning gains by 2% over 2012 performance levels as assessed by the Algebra EOC	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	Zero students assessed	2% of number of total students assessed						
			2.2. Lack of materials and resources	2.2. Provide materials, resources, and common planning time for the Geometry teachers	2.2. Education Director and Geometry teacher	2.2. Analyze data, feedback from Geometry teacher	2.2. Teacher assessments and student feedback	
						2.3	2.3	2.3
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>			<b>Baseline data 2010-2011</b>		N/A	3% learning gains	6% learning gains	9% learning gains
Geometry Goal #3: Increase the number of students making learning gains by 3% each school year.			N/A				12% learning gains	15% learning gains

## Mathematics Professional Development

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

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

<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

*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
Revised Algebra Curriculum	AGS	Basic FTE	\$900
Math Manipulatives	Quill	Basic FTE	\$300
			<b>Subtotal:\$1,200</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
PLATO remediation	PLATO licenses	Title 1 N& D	\$5,000
			<b>Subtotal:\$5,000</b>
Professional Development			



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Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total: \$6,200</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)).

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Biology.</b>			1.1. Lack of Biology vocabulary building	1.1. Teach vocabulary / terminology through the use of flash cards and word walls	1.1. Biology Teacher	1.1. Teacher review of assessments	1.1. Teacher assessment
<u>Biology Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of students making learning gains by 2% over 2012 performance levels as assessed by the Algebra EOC	0% (1)	2% of number of total students assessed					

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

			1.2. Identified repeat Biology takers	1.2. Identify repeat Biology takers and provide a Biology EOC exam study review guide	1.2. Education Director and Biology Teacher	1.2. Frequent Review Checks	1.2. Study Guide Logs
			1.3. Lack of preparedness of the EOC	1.3. Students will take multiple sample Biology tests	1.3. Biology Teacher	1.3. Review of sample tests	1.3. Sample tests
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. Lack of an action plan	2.1. Collaboratively develop an action plan to improve student achievement in Biology	2.1. Education Director and Biology Teacher	2.1. Monthly meetings, Review of test data	2.1. Test data
Biology Goal #2: Increase the number of students making learning gains by 2% over 2012 performance levels as assessed by the Algebra EOC	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0% (1)	2% of number of total students assessed					
			2.3. Lack of preparedness of the EOC	2.3. Students will take multiple sample Biology tests	2.3. Biology Teacher	2.3. Review of sample tests	2.3. Sample tests
			2.3	2.3	2.3	2.3	2.3

**Science 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

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**Science Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<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 Science Goals*

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

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

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Civics.</b>	1.1.	1.1.	1.1.	1.1.	1.1.

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

<b>Civics Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b> <i>Enter numerical data for expected level of performance in this box.</i>					
			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 Civics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Civics Goal #2:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b> <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

**Civics 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

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


**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
			<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 Civics Goals*

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

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>			1.1. Lack of preparedness of the EOC	1.1. Students will take multiple sample US History tests	1.1. US History Teacher	1.1. Review of sample tests	1.1. Sample tests
<b>U.S. History Goal #1:</b>  40% of students assessed will achieve a passing scores on the EOC	<u>2012 Current Level of Performance:*</u>  n/a	<u>2013 Expected Level of Performance:*</u>  40% of students assessed will achieve a passing scores on the EOC					
			1.2. Lack of an action plan	1.2. Collaboratively develop an action plan to improve student achievement in Biology	1.2. Education Director and Biology Teacher	1.2. Monthly meetings, Review of test data	1.2. Test data
			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. Lack of preparedness of the EOC	2.1. Students will take multiple sample US History tests	2.1. US History Teacher	2.1. Review of sample tests	2.1. Sample tests
<b>Civics Goal #2:</b>  20% of students assessed will achieve a passing scores on the EOC	<u>2012 Current Level of Performance:*</u>  n/a	<u>2013 Expected Level of Performance:*</u>  20% of students assessed will achieve a passing scores on the EOC					
			2.2. Lack of an action plan	2.2. Collaboratively develop an action plan to improve student achievement in Biology	2.2. Education Director and Biology Teacher	2.2. Monthly meetings, Review of test data	2.2. Test data
			2.3	2.3	2.3	2.3	2.3

## U.S. History Professional Development

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

<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

**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**

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

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

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

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

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

CAREER EDUCATION GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Career Education Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Increase the number of students earning OCP's in Environmental Services by 5%	2012 Current Level :*	2013 Expected Level :*	Academic skills required to earn an OCP	Remediate and spend extra instructional time focusing on the required academic skills. This instructional time can be shared with the core academic teachers.	Education Director and Environmental Services teacher	Analysis of Environmental Services checklists and collaboration with academic teachers	OCP Checklists
	0% (48)	5% out of total number of students participating in the course					
			1.2. Length of stay in program (varies per student)	1.2. Maximize the instructional time	1.2. Education Director and Environmental Services teacher	1.2. Analysis of OCP checklists and length of stay reports	1.2. OCP checklists and length of stay reports
		1.3. High population of ESE students and acquisition of OCP skills	1.3. Focus on developing appropriate Modified OCP checklists	1.3. Education Director, ESE Staffing Specialist, and Environmental Services teacher	1.3. Implementation and analysis of MOCP checklists and IEP's	1.3. Analysis of MOCP checklists and IEP's	



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

**Career Education 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
NCCER Training	Vocational	Jeff McSpaddin	Vocational Teachers	1 per semester	Classroom Walkthroughs	Education Director

**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
			<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	Evaluation Tool
<b>1. Transition Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Increase number of students who successfully transition by 3%	2012 Current Level :*	2013 Expected Level :*	Guidance from District Transition Contacts	More frequent communication instead of solely an exit transition notice. Students should know where they are going to school when they leave AFYC.	Education Director and Administrative Professional	Analysis of transition data	TRENDSTAT
	71% (64)	74% of students who exit from the program					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Lack of coordination of services in home counties	Collaboration with SEDNET and VR	Education Director, Administrative Professional, and Case Managers	Analysis of tracking sheets	Transition Tracking Sheets
			1.3.	1.3.	1.3.	1.3.	1.3.

**Transition Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
Consultation with Project 10	All	Dr. Rick Casey	Education Director, Case Managers, ESE Staffing Specialist, Administrative Professional	Multiple consultation throughout the year	Monitoring TRENDSTAT and tracking sheets	Principal and Case Management Director
Annual Dropout Prevention Conference	All	Variety	Education Director, Lead Teacher	October 14-17	Collaboration	Education Director

### 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	
Dropout Prevention Conference	Conference	Basic FTE	600.00	
				<b>Subtotal: \$600.00</b>
Other				
Strategy	Description of Resources	Funding Source	Available Amount	

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

**Grand Total:**

*End of Transition Goal(s)*

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

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

<b>Guiding Questions to Inform the Problem-Solving Process</b>
<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)).

<b>ATTENDANCE GOAL(S)</b>	<b>Problem-solving Process to Increase Attendance</b>										
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						
<b>1. Attendance Goal # 1</b>	1.1.	1.1.	1.1.	1.1.	1.1.						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><i>Enter narrative for the goal in this box.</i></td> <td style="width: 15%; text-align: center;"><b>2012 Current Attendance Rate:*</b></td> <td style="width: 15%; text-align: center;"><b>2013 Expected Attendance Rate:*</b></td> </tr> <tr> <td></td> <td style="text-align: center;"><i>Enter numerical data for current attendance rate in this box.</i></td> <td style="text-align: center;"><i>Enter numerical data for expected attendance rate in this box.</i></td> </tr> </table>	<i>Enter narrative for the goal in this box.</i>	<b>2012 Current Attendance Rate:*</b>	<b>2013 Expected Attendance Rate:*</b>		<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>					
<i>Enter narrative for the goal in this box.</i>	<b>2012 Current Attendance Rate:*</b>	<b>2013 Expected Attendance Rate:*</b>									
	<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>									

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

	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	Enter numerical data for current number of absences in this box.	Enter numerical data for expected number of absences in this box.					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	Enter numerical data for current number of students tardy in this box.	Enter numerical data for expected number of students tardy in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Attendance Professional Development**

<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

**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

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

				<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	
				<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:\$6,000</b>
<b>Mathematics Budget</b>	<b>Total:\$6,200</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:\$500</b>
<b>Transition Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total:</b>

**School Advisory Council**

*School Advisory Council (SAC) Membership Compliance*

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

Yes

No

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

Describe projected use of SAC funds.	Amount
Conference for Administrative Staff	\$600.00
Assessment / FCAT incentives for students and teachers	\$500.00

Describe the activities of the School Advisory Council for the upcoming year.
<ol style="list-style-type: none"> <li>1. Reach out to the community to obtain more partners</li> <li>2. Organize FCAT and Common Assessment incentives for students</li> </ol>

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

3. Assist the school to create and analyze school climate surveys for teacher and students