FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
for Juvenile Justice Education Programs

2012–2013

School Board Approved: 10/23/2012

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Union Juvenile Residential Facility	District Name: Union
Principal: Barry Sams	Superintendent: Carlton Faulk
SAC Chair: Peggy Hollingsworth	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	Barry Sams	B.S. – PE/History M.Ed. – Ed. Leadership	5	18	Students at UJRF continue to make gradual improvement in academic achievement in math, reading, writing and science
Lead Educator	Peggy Hollingsworth	B.A. – Elem. Ed. ESE Mid-Grades Integrated	2	25	Students at UJRF continue to make gradual improvement in academic achievement in math, reading, writing and science

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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	Eugene Dukes	B.A. – Elem. Ed. ESOL ESE K-12 Reading 6-12 M. Ed. – Ed. Leadership	1	1	Previously assigned to alternative school – not graded
Math	Barbara Riherd	B.S. Industrial Engineering M.Ed. – Elem. Education National Bd. Certified (5-9)	12	12	School Grade A (Lake Butler Middle School)

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.
	Peggy Hollingsworth	B.A. – Elem. Ed. ESE K-12 Middle Grades Int. (5-9)	2	25	Students at UJRF continue to make gradual improvement in academic achievement in math, reading, writing and science
	Shawn Williams	Earth/Space Science English 6-12 ESE K-12 Health K-12 Reading Endorsed 6-12	6	6	Students at UJRF continue to make gradual improvement in academic achievement in math, reading, writing and science

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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. District contracts with North East Florida Educational Consortium (NEFEC) to provide programs in alternative certification and reading endorsement	Principal Reading Coach District Staff	On-going	
2. District will continue to support teachers with multiple professional development opportunities to enhance instructional skills	Principal Reading/Math Coach District Staff	On-going	
3. One teacher at UJRF continues to work on competencies to complete Reading Endorsement Certification	Principal Reading Coach District Staff	On-going	
4.			

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
2 teachers	Teachers continue to take subject area tests to become highly qualified

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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
2	2	0	50%	50%	0		50%	0	0

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
Barry Sams	Shawn Williams	Close working relationship on academic and scheduling issues	Collaboration on instructional strategies including analyzing data, discussing student issues and other relevant topics
Linda Johns	Peggy Hollingsworth	Close working relationship on reading issues such as FAIR testing and other curricular and instructional issues	Collaboration on FAIR testing, PMRN, instructional strategies can be discussed at staff meetings and reading meetings

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

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

One teacher at UJRF continues working on the completion of all competencies of Reading Endorsement to be fully certified in this area; teachers are FRI trained. Teachers also participate in on-going professional development to maintain the highest level of instructional skill. Collaborate with district staff to work on text complexities as it applies to all sciences, social studies, and English/Language Arts.

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 incorporates applied and integrated courses such as consumer Math and other practical courses so that students see the relevance to the "real world" of learning that happens in the classroom every day. Students also have the opportunity to participate in the Red Cross First Aid CPR adult/child and infant and AED adult and child training to attain their certification. We will also be introducing a course of student, Introduction to Agriculture. In this class, students will have the opportunity to learn about planning and harvesting food and will have hands on experience.

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?

The school incorporates career planning for middle school students through CHOICES when students do their EPEPs on line in collaboration with academic course work. High school students have the opportunity to take business classes such as keyboarding and Introduction to Computers. These students also have the opportunity to go on-line to gain credentials through the National Center of Construction Education Research in the field of Building Construction. We are also offering a variety of opportunities for students to experience culinary arts and musical production as potential career options.

Postsecondary Transition

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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.

District staff works to provide coursework to enable students to become successful if they choose a career or college path. For example, students are offered Career Pathways training through Adult Education program. If a student completes coursework for graduation, staff arrange for student to begin college coursework 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?

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

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READING GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Percentage of students making learning gains-in reading. Reading Goal #1: The reading goal for the students enrolled at UJRF is that 50% of the students will make learning gains in Reading as determined by the FCAT assessment in the Spring of 2013	2012 Current Level of Performance:* **50% (9 out of 18) of the students who took 2012 FCAT Reading made learning gains.**	2013 Expected Level of Performance:* **50% of students will make learning gains on FCAT Reading**	1.1. The greatest barrier to achievement is the high mobility of students who are transferred by the Dept. of Juvenile Justice to and from UJRF before they have time to make significant learning gains	1.1. Intervention strategies must be targeted toward the student's deficiency and must be intensive so that progress can be accelerated before the student is transitioned to another facility	1.1. Principal Teachers Reading Coach District Staff	1.1 Staff will examine all relevant data to determine student achievement	1.1 FCAT data FAIR data Common Assessment (Ready to Work)
			1.2. Students at this facility lack the motivation necessary to successfully achieve their goals	1.2. District and school staff will continue to collaborate to find creative ways to motivate these at risk students.	1.2. Principal Teachers	1.2 Staff will meet monthly to brainstorm additional strategies to meet this challenge	1.2 Analyze students' behavior logs to determine if strategies have been effective
			1.3.	1.3.Each student is assigned a mentor from the trained direct care staff and mentor meets one-on-one 2-5 times weekly with student – behavior/academics are key areas of discussion	1.3.	1.3.	1.3.

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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
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 10%	50%	25%	33%	40%	48%	55%
Reading Goal #2: **UJRF will work toward reducing achievement gap by at least 50% by 2016-2017**							

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
Thinking Maps	6-12 (All)	Reading Coach	Teachers	Early Release Days	Classroom Walkthroughs Lesson Plans Curriculum Maps	Principal District Staff Reading Coach
Mary Lewis Writing	6-12 (All)	Mary Lewis	Teachers	2012-2013	Classroom Walkthroughs Lesson Plans	Principal District Staff Reading Coach
Health/Physical Activity Relevance/Importanc	6-12 (All)	UF Health Science	Shawn Williams	Summer 2013	Classroom Walkthroughs Lesson Plans	Principal District Staff Reading Coach

e in Youth Today						

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

End of Reading Goals

Mathematics Goals

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

Guiding Questions to Inform the Problem-Solving Process
▪ 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?

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▪ 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)).

<table>
<tr>
<th colspan="3">MATHEMATICS GOALS</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
</tr>
<tr>
<td colspan="3">Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td colspan="3" rowspan="2">1. Percentage of students making learning gains in mathematics.

Mathematics Goal #1:

The math goal for the students enrolled at UJRF is that 50% of the students will make learning gains in Math as determined by the FCAT assessment in the Spring of 2013.</td>
<td rowspan="2">1.1. The greatest barrier to achievement is the high mobility of students who are transferred by the Dept. of Juvenile Justice to and from UJRF before they have time to make significant learning gains.</td>
<td rowspan="2">1.1. Intervention strategies must be targeted toward the student's deficiency and must be intensive so that progress can be accelerated before the student is transitioned to another facility</td>
<td rowspan="2">1.1. Principal
Teachers
Math Coach
District Staff</td>
<td rowspan="2">1.1. Staff will examine all relevant data to determine student achievement</td>
<td rowspan="2">1.1. FCAT data
STAR Math
Reading to Work (Common Assessment DJJ)</td>
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<tr>
<td></td>
<td>2012 Current Level of Performance:*</td>
<td>2013 Expected Level of Performance:*</td>
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<tr>
<td></td>
<td>44% (4 out of 9) of the students made learning gains on FCAT Math</td>
<td>On the 2013 FCAT Math Assessment, we expect to have 50% of the students (who took 2012 FCAT Math) to make learning gains on the FCAT Math Assessment</td>
<td></td>
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</tr>
<tr>
<td></td>
<td colspan="2"></td>
<td>1.2. Students at this facility lack the motivation necessary to successfully achieve their goals</td>
<td>1.2. District and school staff will continue to collaborate to find creative ways to motivate these at risk students</td>
<td>1.2. Principal
Teachers
Math Coach
District Staff</td>
<td>1.2. Staff will meet monthly to brainstorm additional strategies to meet this challenge</td>
<td>1.2. Analyze students' behavior logs to determine if strategies have been effective.</td>
</tr>
<tr>
<td></td>
<td colspan="2"></td>
<td>1.3.</td>
<td>1.3.</td>
<td>1.3.</td>
<td>1.3.</td>
<td>1.3.</td>
</tr>
</table>

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

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. The greatest barrier to achievement is the high mobility of students who are transferred by the Dept. of Juvenile Justice to and from UJRF before they have time to make significant learning gains.	1.1 Intervention strategies must be targeted toward the student's deficiency and must be intensive so that progress can be accelerated before the student is transitioned to another facility	1.1 Principal Teachers Math Coach District Staff	1.1 Staff will examine all relevant data to determine student achievement	1.1 FCAT Data STAR Math Ready to Work (Common Assessment DJJ)
Algebra Goal #1: 45% of the students at UJRF who take the Algebra I EOC in 2012-2013 are expected to make a passing score	2012 Current Level of Performance:* **33 1/3% (1 out of 3) made level 3 on Algebra I EOC**	2013 Expected Level of Performance:* **45% of the students at UJRF who take Algebra I EOC are expected to make a passing score**					
			1.2. Students at this facility lack the motivation necessary to successfully achieve their goals	1.2. District and school staff will continue to collaborate to find creative ways to motivate these at risk students	1.2. Principal Teachers Math Coach District Staff	1.2. Staff will meet monthly to brainstorm additional strategies to meet this challenge	1.2. Analyze students' behavior logs to determine if strategies have been effective
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
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**						

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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
1. Students scoring at Achievement Level 3 in Geometry.			1.1. The greatest barrier to achievement is the high mobility of students who are transferred by the Dept. of Juvenile Justice to and from UJRF before they have time to make significant learning gains.	1.1. Intervention strategies must be targeted toward the student's deficiency and must be intensive so that progress can be accelerated before the student is transitioned to another facility	1.1. Principal Teachers Math Coach District Staff	1.1. Staff will examine all relevant data to determine student achievement	1.1. FCAT Data STAR Math Ready to Work (Common Assessment DJJ)
Geometry Goal #1: 50% of students who take EOC will meet proficiency	2012 Current Level of Performance:* **The only student that took Geometry EOC did not meet proficiency**	2013 Expected Level of Performance:* 50% of students who take EOC will meet proficiency					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
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** N/A					15	

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Maps	6-12 (All)	Math Coach	Teachers	On-going early release days	Classroom Walkthroughs Lesson Plans	Principal; District Staff; Math Coach
Common Core	6-12 (All)	FLDOE	Teachers	On-going early release days	Classroom Walkthroughs Lesson Plans	Principal; District Staff; Math Coach

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
Instructional Materials	Coach Triump Learning	Textbook allocation	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

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

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

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

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Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology.			1.1. The greatest barrier to achievement is the high mobility of students who are transferred by the Dept. of Juvenile Justice to and from UJRF before they have time to make significant learning gains	1.1 Intervention strategies must be targeted toward the students deficiency and must be intensive so that progress can be accelerated before the student is transitioned to another facility	1.1 Principal Teachers Math Coach District Staff	1.1 Staff will examine all relevant data to determine student achievement	1.1 FCAT Data STAR Math Reading to Work (Common Assessment DJJ)
Biology Goal #1: 50% of students in taking EOC will meet proficiency	2012 Current Level of Performance:* **100% (2 of 2) taking EOC did not meet proficiency**	2013 Expected Level of Performance:* **50% of students in taking EOC will meet proficiency**					
			1.2. Students at this facility lack the motivation necessary to successfully achieve their goals	1.2. District and school staff will continue to collaborate to find creative ways to motivate these at risk students	1.2 Principal Teachers Math Coach District Staff	1.2 Staff will meet monthly to brainstorm additional strategies to meet this challenge	1.2 Analyze students' behavior logs to determine if strategies have been effective
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
May 2012 Rule 6A-1.099811			2.3	2.3	2.3	2.3	2.3

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Revised May 25, 2012

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Science Professional Development

<table>
<tr><th colspan="7">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.</th></tr>
<tr><th>PD Content /Topic and/or PLC Focus</th><th>Grade Level/Subject</th><th>PD Facilitator and/or PLC Leader</th><th>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</th><th>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</th><th>Strategy for Follow-up/Monitoring</th><th>Person or Position Responsible for Monitoring</th></tr>
<tr><td>Common Core</td><td>6-12</td><td>FLDOE</td><td>Teachers</td><td>On-going early release</td><td>Classroom walkthroughs; lesson plans; Biology EOC</td><td>Principal, District Staff, Reading Coach</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Science Budget (Insert rows as needed)

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

End of Science Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: N/A	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

End of Civics Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs
U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: N/A	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

2012-2013 School Improvement Plan Juvenile Justice Education Programs
U.S. History Professional Development

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

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

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

End of U.S. History Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Career Education Goals

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

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

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

CAREER EDUCATION GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Career Education Goal The LEA will explore additional opportunities to provide career exploration opportunities for DJJ students	**2012 Current Level :*** DJJ students have access to career exploratory programs and some business courses	**2013 Expected Level :*** LEA will work to create additional courses and career academics for these at risk students	1.1 With a small student population (24) the LEA is limited in the number of career and technical programs that can be offered for these at risk students	1.1 Creatively seek career programs/courses that provide career exploratory options that are not cost prohibitive for these at risk students	1.1 Principal District Staff Teachers	1.1 Examine data to determine effectiveness of strategy and student participation	1.1 All relevant data
			1.2. Limited Funding	1.2 District will create Intro to Agriculture Program for students to experience additional career options	1.2. Principal District Staff Teachers	1.2. Examine data to determine effectiveness of strategy and student participation	1.2. All relevant data
			1.3.	1.3.	1.3.	1.3.	1.3.

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	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

2012-2013 School Improvement Plan Juvenile Justice Education Programs

				meetings)		
Ag Training	6-12	UF Extension Office	Teachers	2012-2013 School Year	Lesson plans/observation	District staff; 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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total:

End of Career Education Goal(s)

Transition Goal(s)

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

Guiding Questions to Inform the Problem-Solving Process

2012-2013 School Improvement Plan Juvenile Justice Education Programs

- How does the program deal with transition planning (entry and exit transition)?
- How many students successfully transition (e.g., return to school, find employment)?

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

TRANSITION GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Transition Goal To more effectively facilitate the transition of students to and from UJRF	2012 Current Level :* 100% of students transition to and from UJRF to other facilities throughout the state	2013 Expected Level :* 100% of the students will transition to and from UJRF to other facilities throughout the state in a more timely and efficient manner	1.1 The timely and effective transmission of student records with other LEA's when students enter or exit UJRF	1.1 Explore strategies to communicate with other districts to more effectively facilitate the transition of students to other districts	1.1 Principal Teacher District Staff	1.1 Examination of Skyward data, transmission of student records and other relevant data	1.1 Skyward
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Transition Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic 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
Skyward	6-12 (All)	MIS Director	Teachers	On-going	Examination of skyward data	MIS 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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

End of 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
▪ What was the attendance rate for 2011-2012?
▪ How many students had excessive absences (10 or more) during the 2011-2012 school year?
▪ What are the anticipated barriers to decreasing the number of students with excessive absences?
▪ What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2012-2013?
▪ How many students had excessive tardies (10 or more) during the 2011-2012 school year?
▪ What are the anticipated barriers to decreasing the number of students with excessive tardies?
▪ What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2012-2013?

2012-2013 School Improvement Plan Juvenile Justice Education Programs
* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

ATTENDANCE GOAL(S)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance Goal # 1			1.1.	1.1.	1.1.	1.1.	1.1.
N/A	2012 Current Attendance Rate:* **N/A**	2013 Expected Attendance Rate:* **N/A**					
	2012 Current Number of Students with Excessive Absences (10 or more) *Enter numerical data for current number of absences in this box*	2013 Expected Number of Students with Excessive Absences (10 or more) *Enter numerical data for expected number of absences in this box.*					
	2012 Current Number of Students with Excessive Tardies (10 or more) *Enter numerical data for current number of students tardy in this box.*	2013 Expected Number of Students with Excessive Tardies (10 or more) *Enter numerical data for expected number of students tardy in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Attendance Professional Development

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Civics Budget	

	Total:
U.S. History Budget	
	Total:
Career Budget	
	Total:
Transition Budget	
	Total:
Attendance Budget	
	Total:
	Grand Total:

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☐ Yes ☐ No

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

Describe projected use of SAC funds.	Amount

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