

# Florida Department of Education



## School Improvement Plan (SIP)

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

**for Juvenile Justice Education Programs**

2012–2013

**2012 – 2013 SCHOOL IMPROVEMENT PLAN**

**PART I: SCHOOL INFORMATION**

School Name: Spring Lake Youth Academy	District Name: Desoto County School District
Principal: Dan Dubbert	Superintendent: Dr. Adrian Cline
SAC Chair: Kathy Sasse	Date of School Board Approval:

**Student Achievement Data:**

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

**Administrators**

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

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Principal	Dan Dubbert	M.A. Ed (School Admin.)  B.S.in Education  Biology 6-12  Health K-12  P.E. K-12  Gen. Science 5-9  Principal Certificate	5	17	During the 2011-12 school year, 86% of the expected 75% of students made learning gains in reading on the DJJ common assessment while 71% of the expected 75% of students made learning gains in math.
Lead Educator	Mary Shaw	B.A. Interdisciplinary Studies  Elementary Education K-6  ESE K-12  MGIC	1	1	During the 2011-12 school year, 86% of the expected 75% of students made learning gains in reading on the DJJ common assessment while 71% of the expected 75% of students made learning gains in math.

## Instructional Coaches

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

Subject	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior common assessment
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May 2012

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Revised May 25, 2012

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

Area		Certification(s)	Years at Current School	an Instructional Coach	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.
Social Studies, Reading, Language Arts	Frances Uzzell	B.A in Elementary Ed.  ESOL  ESE  English 6-12  MGIC	Less than 1 year	9	During the 2011-12 school year, 86% of the expected 75% of students made learning gains in reading on the DJJ common assessment while 71% of the expected 75% of students made learning gains in math.
Math  Science  Vocational	Michael Tierney	B.S. Interdisciplinary Studies/Business	Less than 1 year	2	Teacher is newly hired as of October of the 2012-13 school year.

## Effective and Highly Effective Teachers

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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. Reimburse teachers for teacher test and certification fees	Lead Teacher	Ongoing	
2. Provide salary increases for teachers who obtain professional certification, highly qualified status in particular high need areas, and additional ESE certifications.	Lead Teacher	Ongoing	
3. Pay for teacher's additional class work at local universities and colleges that will enable them to be highly qualified.	Lead Teacher	Ongoing	

### *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
	Will take courses needed to meet competencies for -- --. Sent all documentation to the state for professional certificate. Has passed all tests and will be adding --- to certification. Will be taking the Business Education (Grades 6-12), Science (5-9) SAE test and adding that to his professional certificate later this school year.

### *Staff Demographics*

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

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

To tal Nu m ber of In str uc tio nal Sta ff	% of Fir st- Ye ar Te ach ers	% of Te ach ers with 1-5 Yea rs of Exp erie nce	% of Te ach ers with 6- 14 Yea rs of Exp erie nce	% of Te ach ers with 15+ Yea rs of Exp erie nce	% of Te ach ers wi th Ad van ced De gre es	% Hi gh ly Eff ect ive Te ach ers	% Re ad ing En dor sed Te ach ers	% Na tio nal Bo ard Cer tif ied Te ach ers	% ES OL End orse d  Tea cher s
2	0% (0)	50 % (1)	50 % (1)	0% (0)	0% (0)	50 % (1)	0% (0)	0% (0)	50 % (1)

### *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

**\*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.

Spring Lake Youth Academy's reading plan is designed in accord with DeSoto County School District's reading requirements for all students. Upon entering Spring Lake Youth Academy, students are administered the WIN pre-test to determine a student's reading proficiency. Teachers will also use other screening instruments, such as prior FCAT reading scores, FAIR, New Century Education assessment, and other formal assessments to determine a student's reading proficiency. If a student has not scored a level 3 or higher on the FCAT, he is enrolled in an intensive reading course. If a student does not have any recent FCAT scores, but scores below grade level on the WIN he is also enrolled in an intensive reading course. Students are expected to spend at least 90 minutes per day reading in their intensive reading class or other courses. Reading in courses other than intensive reading must be included in teachers' lesson plans in order to document that students are reading 90 minutes every day.

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The Lead Teacher and Reading Teacher will present reading data at monthly faculty meetings. They will also communicate reading strategies that all teachers should be using in their classrooms. The Lead Teacher will review lesson plans of all teachers to ensure that they are including appropriate reading strategies and ensure that teachers are implementing them in their instruction when doing classroom observations.

All academic teachers who do not possess a reading endorsement are required to work towards said endorsement or a content area reading endorsement. Teachers may enroll in professional development classes related to reading either by enrolling in the district's in-service reading professional development or through Florida On-Line Reading Professional Development.

### *\*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?

All students are required to enroll in career courses. Teachers attempt to make the courses relevant by moving students through the continuum of knowledge in one discipline, applying that knowledge to real-world unpredictable situations by using the Application Model as much as possible in all courses. Learning is made more relevant to students through a variety of methods, including but not limited to, authentic problems or tasks, connecting concepts to current issues or the future life of students, project learning, developing portfolios, role-playing, teaching others, etc.

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?

Upon entry and throughout the student's enrollment at Spring Lake Youth Academy, the student meets with the Lead Teacher to plan his course of study. The Lead Teacher, who is also the ESE teacher, develops an Individual Education Plan (for ESE students) or an Individual Academic Plan (for non-ESE students) through collaboration with the general education teacher that focuses on improvement in reading, writing and mathematics. The Lead Teacher also develops an Individualized Graduation Plan for all high school students that clarify which courses they have completed and which courses they need to complete in order to meet graduation requirements, as well as a transition plan that includes the student's plans for his next educational placement and career and job plans. All students are enrolled in either a vocational course or an academic course that includes elements of career planning. Upon entry students complete the Choices Interest Profile Survey which identifies areas of job interest. Students use those results to research careers aligned with their interest results. They also complete a transition portfolio that contains their job research, a resume, completed sample job applications, information on One-Stop Career Centers in their community, work samples a letter of recommendation (if warranted), and any certificates they earn at SLYA.

### *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.

Spring Lake Youth Academy is not included in the High School Feedback Report.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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

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

READING GOALS	Problem-Solving Process to Increase Student Achievement						



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

1. Percentage of students making learning gains—  in reading.  — <u>Reading Goal #1:</u>	1.1. Students often enter SLYA with large deficits in reading. Typically reading goals are based on New Century Education reading pre and post test scores as well as required state reading tests (such as WIN and FAIR). Though students often are 2-3 grades behind their peers in reading upon entry to the academy, we nonetheless expect and work toward improvement on the FCAT	1.1. Small group instruction in intensive reading classes complemented by students' use of a computer-based reading program used to focus on defined areas of individual weakness. Continued monitoring of student progress so that students are able to read on grade level and pass GED reading and/or FCAT reading tests.	1.1. Lead Teacher and Reading Teacher	1.1. Monthly reports at formal educational treatment team meetings detailing student progress in reading, and monthly monitoring of students' IEP and IAP reading goals.	1.1. The WIN pre- and post-test scores in reading, as well as New Century Education reports and FCAT reading results will be used to identify gains in reading.		
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

	reading test as well as New Century. However, students typically feel that the FCAT reading test is too difficult to pass.						
Students will be expected to make gains in reading skills during their residence at Spring Lake Youth Academy which typically lasts 90 calendar days. We hope to help students make gains so that they are either on or near grade level for reading.	2012 Current Level of Performance: *	2013 Expected Level of Performance: *					

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

	86% of students made learning gains in reading based on performance on the BASI reading pre-test and post-test comparisons. This met the goal of last year's SIP for reading. Students made an average Growth Scale Value (GSV) increase of 5.2.	87 % of students will make learning gains in reading based on performance on a reading common assessment pre- and post-test (gains) comparison..					
		1.2. Length of stay (typically 90 calendar days).	1.2. Individual reading goals are set for each student upon admission based on entry assessments, and reading instruction will be based on the areas of need identified on the FAIR.	1.2. Lead Teacher and Reading Teacher	1.2. Monthly progress monitoring. Classroom observations by the Lead Teacher.	1.2. The WIN pre- and post-test scores in reading, as well as New Century Education reports will be used to identify gains in reading.	

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		1.3. ELL students have difficulty reading in career/technical and academic classes because of language barriers.	1.3. Enroll vocational and academic teachers in ESOL classes so that they learn strategies to help students read more proficiently.	1.3. Lead Teacher, Vocational Teacher and Academic Teachers	1.3. Monthly reports on ELL student progress in reading from both vocational and academic teachers.	1.3. The WIN pre- and post-test scores in reading, as well as New Century Education reports and CELLA results will be used to identify gains in reading.	
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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>	<b>Baseline data 2010-2011</b>						
<u>Reading Goal #2:</u>							
<i>Enter narrative for the goal in this box.</i>							

## Reading Professional Development

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

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

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

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
<b>Reading in the content areas</b>	<b>6-12</b>	<b>College Instructor to be named</b>	<b>Math, Science, Vocational Teacher</b>	<b>Weekly for 18 weeks</b>	<b>Documentation of progress in reading class</b>	<b>Ms. Shaw</b>
<b>Teachers enroll in ESOL courses</b>	<b>6-12</b>	<b>College Instructor to be named</b>	<b>Math, Science, Vocational Teacher</b>	<b>18 or 60 hr training depending on instructional position</b>	<b>Documentation of progress in ESOL class</b>	<b>Ms. Shaw</b>
<b>Training on NCE Reading and Writing computer-based curriculum</b>	<b>6-12</b>	<b>NCE Trainer</b>	<b>School Wide</b>	<b>September 19, 2012</b>	<b>Monthly progress reporting and NCE generated activity reports</b>	<b>Ms. Shaw</b>
<b>Reading Endorsement classes</b>	<b>6-12</b>	<b>College Instructor to be named</b>	<b>Reading Teacher</b>	<b>Weekly for 18 weeks</b>	<b>Documentation of progress in reading class</b>	<b>Ms. Shaw</b>

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

### 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
<b>Reading text aligned with district core and supplementary approved material</b>	<b>Elements of Literature – Holt, Rhinehart, Winston</b>	<b>School Budget</b>	<b>\$500</b>
<b>High interest reading materials</b>	<b>Scholastic Scope</b>	<b>Title I</b>	<b>\$0 (Resources already purchased in 2012)</b>
<b>Subtotal: \$500</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Focus on needed areas of improvement, such as reading comprehension, inference, and vocabulary</b>	<b>New Century Education Reading Support Services Renewal</b>	<b>Title I</b>	<b>\$4, 390</b>
<b>Computer curriculum in reading</b>	<b>WIN</b>	<b>Computer curriculum is free of charge</b>	<b>\$0</b>
<b>Subtotal: \$4,390</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Enroll teachers in ESOL courses</b>	<b>State and district ESOL classes</b>	<b>Professional Development Budget</b>	<b>\$600</b>
<b>Enroll teachers in reading courses</b>	<b>State and district reading classes</b>	<b>Professional Development Budget</b>	<b>\$600</b>
<b>Subtotal: \$1,200</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total: \$6,090</b>			

### *End of Reading Goals*

### Mathematics Goals

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

## 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? 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		



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

<p>1. Percentage of students making learning gains in mathematics.</p> <p>—</p> <p><b>Mathematics Goal #1:</b></p>	<p>1.1. Students often enter SLYA with large deficits in math.</p>	<p>1.1. The teacher will use a variety of instructional materials and strategies, including one-on-one and direct instruction, modeling math strategies, small group differentiated instruction, use of manipulatives, and frequent review of basic math facts and concepts, complemented by students' use of a computer-based math program used to focus on defined areas of individual weakness.</p>	<p>1.1. Lead Teacher and Math Teacher</p>	<p>1.1. Monthly reports at formal educational treatment team meetings detailing student progress in math, and monthly monitoring of students' IEP and IAP math goals.</p>	<p>1.1. The WIN pre- and post-test scores in math, New Century Education reports, and math FCAT and EOC results will be used to identify gains in math.</p>		
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> <u>.*</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> <u>.*</u>					
Students will be expected to make gains in mathematics during their residence at Spring Lake Youth Academy which typically lasts 90 calendar days. We hope to help students make gains so that they are either on or near grade level for math.							

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

	71% of students made a learning gain based on performance on the DJJ common assessment mathematics pre- and post-test comparisons. This did not meet the goal of last year's SIP for math. Students made an average Growth Scale Value (GSV) increase of 5.2.	75% of students will make a learning gain based on performance on a mathematics common assessment pre- and post-test (gains) comparison.					
		1.2. Length of stay (typically 90 calendar days).	1.2. Individualized math goals set for each student upon admission based on math entry common assessment and NCE assessment in math. Mathematics instruction will be based on the areas of need identified on the NCE pre-test given upon entry	1.2. Lead Teacher and Math Teacher	1.2. Monthly progress monitoring. Classroom observations by the Lead Teacher.	1.2. The WIN pre- and post-test scores in math, as well as New Century Education reports will be used to identify gains in math.	

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

		1.3. Students lack the ability to answer higher level thinking questions.	1.3. Implement higher level thinking questions into weekly assignments as well as include real world math problems in career/vocational classes.	1.3. Lead Teacher, Math Teacher and Vocational Teacher	1.3. Monitor student growth on district benchmark tests, WIN pre- and post-test, and NCE pre- and post-test.	1.3. FCAT math, Algebra I EOC, Geometry EOC. WIN and NCE pre- and post-test comparisons.	
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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>	<b>Baseline data 2010-2011</b>						

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

<b>Mathematics Goal #2:</b>							
<i>Enter narrative for the goal in this box.</i>							

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

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

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

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

1. Students scoring at Achievement Level 3 in Algebra.	1.1 The students who are eligible and required to take the Algebra EOC typically have been out of school and are not familiar with some of the rigorous content on the exam.	1.1 The mathematics teacher will focus lessons on Algebra I topics which students may not be familiar with. The teacher will draw from content on the district website related to the exam. Innovative lessons will be developed for students and complemented by students use of a computer-based Algebra I program used to focus on defined areas of individual weakness.	1.1 Lead Teacher and Math Teacher	1.1 Evaluation of students Algebra EOC results. New Century Education Algebra I reports	1.1 Algebra EOC exam		
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

<u>Algebra Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
70% of students taking the Algebra EOC will score at achievement level 3 and pass the Algebra EOC during their residence at Spring Lake Youth Academy which typically lasts 90 calendar days. We hope to help students pass the Algebra EOC in order to earn a credit in Algebra.							
	0% of the students passed the Algebra EOC at SLYA in 2011-12. Only three students took the Algebra EOC during their stay.	70% of students taking the Algebra EOC will pass and score at achievement level 3.					

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

		1.2. Length of stay (typically 90 calendar days).	1.2. Individualized math goals set for each student upon admission based on entry math common assessment and NCE assessment in math. Mathematics instruction will be based on the areas of need identified on the NCE pre-test given upon entry	1.2. Lead Teacher and Math Teacher	1.2. Monthly progress monitoring. Classroom observations by the Lead Teacher.	1.2. The WIN pre- and post-test scores in math, as well as New Century Education reports will be used to identify gains in Algebra.	
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>	<b>2.1 The students who have taken the Algebra EOC in the past and have not passed it typically feel that the Algebra I EOC exam is too difficult to pass.</b>	<b>2.1. Enroll students in Algebra II courses in order to continue to improve their mathematical knowledge and skills.</b>	<b>2.1 Lead Teacher</b>	<b>2.1. Evaluation of number of students eligible to be enrolled in the Algebra II course and the number enrolled</b>	<b>2.1. Algebra II course completers with a passing grade.</b>		



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

<u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Students who have achieved Levels 4 and 5 in Algebra will be enrolled in upper level Algebra courses if they have completed Algebra I prior to arriving at SLYA and have not taken the Algebra I EOC exam. 100% of these students will pass the Algebra I EOC and will be enrolled in the Algebra II course.							
	0% of the students passed the Algebra EOC at SLYA in 2011-12. Only three students took the Algebra EOC during their stay.	100 % of Achievement Level 4 & 5 students will have passed the Algebra I EOC.					

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

		2.2. Length of stay (typically 90 calendar days).	2.2. Individualized math goals set for each student upon admission based on entry math common assessment and NCE assessment in math. Mathematics instruction will be based on the areas of need identified on the NCE pre-test given upon entry	2.2. Lead Teacher and Math Teacher	2.2. Monthly progress monitoring. Classroom observations by the Lead Teacher.	2.2. The WIN pre- and post-test scores in math, as well as New Century Education reports will be used to identify gains in Algebra.	
		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	
<b>3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	Baseline data 2010-2011						
<u>Algebra Goal #3:</u>  <i>Enter narrative for the goal in this box.</i>							

*End of Algebra EOC Goals*

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

### Geometry End-of-Course Goals

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

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

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

1. Students scoring at Achievement Level 3 in Geometry.	1.1 The students who are eligible and required to take the Geometry EOC typically have been out of school and are not familiar with some of the rigorous content on the exam.	1.1 The mathematics teacher will focus lessons on Geometry topics which students may not be familiar with. The teacher will draw from content on the district website related to the exam. Innovative lessons will be developed for students who will be required to take the Geometry EOC exam.	1.1 Lead Teacher and Math Teacher	1.1 Evaluation of students Geometry EOC results.	1.1 Geometry EOC exam		
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

<u>Geometry Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
70% of students taking the Geometry EOC will score at achievement level 3 and pass the Geometry EOC exam during their residence at Spring Lake Youth Academy which typically lasts 90 calendar days. We hope to help students pass the Geometry EOC in order to earn a credit in Geometry.							
	Not applicable since no students took the Geometry EOC at SLYA in 2011-2012.	70% of students taking the Geometry EOC will pass					

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

		2.2. Length of stay (typically 90 calendar days).	2.2. Individualized math goals set for each student upon admission based on entry math common assessment and NCE assessment in math. Mathematics instruction will be based on the areas of need identified on the NCE pre-test given upon entry	2.2. Lead Teacher and Math Teacher	2.2. Monthly progress monitoring. Classroom observations by the Lead Teacher.	2.2. The WIN pre- and post-test scores in math, as well as New Century Education reports will be used to identify gains in Geometry.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>	<b>2.1 The students who have taken the Geometry EOC in the past and have not passed it typically feel that the Geometry EOC exam is too difficult to pass.</b>	<b>2.1. Enroll students in upper level math courses in order to continue to improve their mathematical knowledge and skills.</b>	<b>2.1 Lead Teacher</b>	<b>2.1. Evaluation of number of students eligible to be enrolled in upper level math courses course and the number enrolled</b>	<b>2.1. Upper level math course completers with a passing grade.</b>		

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

<u>Geometry Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Students who have achieved Levels 4 and 5 in Geometry will be enrolled in upper level math courses if they have completed Geometry prior to arriving at SLYA and have not taken the Geometry EOC exam. 100% of these students will pass the Geometry EOC and will be enrolled in upper level math courses.							
	Not applicable since no students took the Geometry EOC at SLYA in 2011-2012.	100% of students taking the Geometry EOC will pass					

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

		2.2. Length of stay (typically 90 calendar days).	2.2. Individualized math goals set for each student upon admission based on entry math common assessment and NCE assessment in math. Mathematics instruction will be based on the areas of need identified on the NCE pre-test given upon entry	2.2. Lead Teacher and Math Teacher	2.2. Monthly progress monitoring. Classroom observations by the Lead Teacher.	2.2. The WIN pre- and post-test scores in math, as well as New Century Education reports will be used to identify gains in Geometry.	
		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	
<b>3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	Baseline data 2010-2011						
<u>Geometry Goal #3:</u>  <i>Enter narrative for the goal in this box.</i>							



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

### 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
<b>Training on NCE Algebra I computer-based curriculum</b>	<b>9-12</b>	<b>NCE Trainer</b>	<b>School Wide</b>	<b>September 19, 2012</b>	<b>Monthly progress reporting and NCE generated activity reports</b>	<b>Ms. Shaw</b>
	<b>9-12</b>	<b>Mr. Tierney</b>	<b>Mathematics Teacher</b>	<b>Early release for teacher planning; Monthly meetings</b>	<b>Monthly progress reporting of students progress in mathematics</b>	<b>Ms. Shaw</b>
<b>Integrating small group and individualized computer-based mathematics instruction.</b>						
<b>District and state standards in mathematics</b>	<b>9-12</b>	<b>District Professional Development Coordinator</b>	<b>Mathematics Teacher</b>	<b>Monthly meetings</b>	<b>Classroom Observation</b>	<b>Ms. Shaw</b>

*End of Geometry EOC Goals*

### Mathematics Budget

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

## 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
<b>Purchase higher level Algebra I materials to assist students to learn difficult content and prepare them for the Algebra I EOC exam.</b>	<b>State/district approved materials</b>	<b>Instructional Materials</b>	<b>\$500</b>
<b>Purchase higher level Geometry materials to assist students to learn difficult content and prepare them for the Geometry EOC exam.</b>	<b>State/district approved materials</b>	<b>Instructional Materials</b>	<b>\$500</b>
<b>Subtotal: \$1,000</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Focus on each student's weakness in mathematics and provide opportunities for them to improve their math knowledge</b>	<b>New Century Education Reading Support Services Renewal</b>	<b>Title I</b>	<b>\$2,195</b>
<b>Computer curriculum in mathematics</b>	<b>WIN</b>	<b>Computer curriculum is free of charge</b>	<b>\$0</b>
<b>Subtotal: \$2,195</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
<b>District In-services/courses for teacher(s) to improve their understanding of and ability to teach higher level math courses</b>	<b>Fund teachers' participation</b>	<b>Professional Development</b>	<b>\$400</b>
<b>Subtotal: \$400</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Manipulatives for hands-on learning</b>	<b>Fraction Manipulatives</b>	<b>Title I</b>	<b>\$0 (purchased in 2012)</b>
<b>Grand Total: \$3,595</b>			

*End of Mathematics Goals*

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

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

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

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

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

1. Students scoring at Achievement Level 3 in Biology.	1.1 The students who are eligible and required to take the Biology EOC typically have been out of school and are not familiar with some of the rigorous content on the exam.	1.1 Assure that the science teacher is following all state and district guidelines for Biology. The science teacher will draw from content on the district website related to the exam. Innovative lessons will be developed for students who will be required to take the Biology EOC exam.	1.1 Science Teacher and Lead Teacher	1.1 Assuring that all students required to take the Biology EOC are provided with study materials and instruction needed to pass the exam.	1.1 Biology EOC exam		
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

<u>Biology Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
70% of students taking the Biology EOC exam will score at achievement level 3 and pass in order to earn a science credit in Biology. We do not anticipate that a large number of students will take the Biology EOC exam (perhaps 1-5). The majority of the students at SLYA are enrolled in the Environmental Science course.							
	Not applicable since no students took the Biology EOC in 2011-12	70% of students will pass the Biology EOC					

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

		1.2. Length of stay (typically 90 calendar days)	1.2. The teacher will use a variety of instructional materials and techniques, including one-on-one and direct instruction, small group differentiated instruction, labs, and frequent review of science concepts.	1.2. Lead Teacher	1.2. Monthly progress monitoring. Classroom observations by the Lead Teacher	1.2. Classroom walkthroughs	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology.	2.1 The students who are eligible and required to take the Biology EOC typically have been out of school and are not familiar with some of the rigorous content on the exam.	2.1 Assure that the science teacher is following all state and district guidelines for Biology. The science teacher will draw from content on the district website related to the exam. Innovative lessons will be developed for students who will be required to take the Biology EOC exam.	2.1 Lead Teacher and Science Teacher	2.1 Assuring that all students required to take the Biology EOC are provided with study materials and instruction needed to pass the exam.	2.1 Biology EOC exam results		
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

<u>Biology Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
70% of students taking the Biology EOC will pass in order to earn a science credit in Biology. We do not anticipate a large number of Achievement level 4 and 5 students will take the exam (perhaps 1-2). The majority of the students at SLYA are enrolled in Environmental Science.							
	Not applicable since no students took the Biology EOC in 2011-12	70% of students will pass the Biology EOC					
		2.2 Length of stay (typically 90 calendar days)	2.2 The teacher will use a variety of instructional materials and techniques, including one-on-one and direct instruction, small group differentiated instruction, labs, and frequent review of science concepts.	2.2 Lead Teacher	2.2 Monthly progress monitoring. Classroom observations by the Lead Teacher	2.2 Classroom walkthroughs	



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

		2.3 Students lack the ability to answer higher level thinking questions.	2.3 Implement higher level thinking questions into weekly assignments.	2.3 Lead Teacher and Science Teacher	2.3 Monitor student growth on district benchmark tests.	2.3 Biology EOC exam results	
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## Science Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
<b>District and state standards in Biology</b>	<b>9-12/Biology</b>	<b>District Professional Development Coordinator</b>	<b>Science Teacher</b>	<b>Monthly meetings</b>	<b>Classroom Observations</b>	<b>Ms. Shaw</b>

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

### 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>Biology textbooks and materials</b>	<b>State and district approved texts</b>	<b>Instructional Materials</b>	<b>\$250</b>
<b>High interest science materials</b>	<b>Scholastic Science</b>	<b>Title I</b>	<b>\$0 (purchased in 2012)</b>
<b>Subtotal: \$525</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Document camera to display slides, documents, etc.</b>	<b>Document Camera</b>	<b>Title I</b>	<b>\$0 (already purchased in 2012)</b>
<b>Audio/visual equipment to aid in auditory learning</b>	<b>VCR/DVD</b>	<b>Title I</b>	<b>\$300</b>
<b>Subtotal: \$300</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>District/state meetings on Biology curriculum and Biology EOC</b>	<b>District Professional Development Meetings</b>	<b>Professional Development</b>	<b>\$500</b>
<b>Subtotal: \$300</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Experimental Learning Kits for hands-on, experiential learning</b>	<b>Environmental Learning Experiments</b>	<b>Title I</b>	<b>\$0 (already purchased in 2012)</b>
<b>Subtotal: \$0</b>			
<b>Total: \$1,125</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)).

May 2012

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Revised May 25, 2012

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

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

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

1. Students scoring at Achievement Level 3 in Civics.	1.1. Majority of students are behind in school and typically older than they should be to be in middle school due to the fact that they have not been regularly attending school. Therefore they are unprepared for the rigorous content associated with the course and exam.	1.1. Provide instructional materials and support needed to assist students to pass the course and EOC exam.	1.1. Social Studies Teacher	1.1. Successful completion of the Civics course.	1.1. Civics EOC exam		
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

<u>Civics_Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
80% of students who take the Civics EOC will pass with achievement Level 3.							
	No data available. Students were not tested in 2011-12	80% of students who are required to take the Civics EOC will pass with achievement level 3.					

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

		1.2. Since we have not taught the course at SLYA, we may not have sufficient texts and support materials	1.2. Assure that state approved Civics texts are available to students enrolled in the course.	1.2. Lead Teacher	1.2. Purchase state/district approved Civics texts and support materials	1.2. Inventory of available Civics texts	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	1.1. Majority of students are behind in school and typically older than they should be to be in middle school due to the fact that they have not been regularly attending school. Therefore they are unprepared for the rigorous content associated with the course and exam.	1.1. Provide instructional materials and support needed to assist students to pass the course and EOC exam.	1.1. Social Studies Teacher	1.1. Successful completion of the Civics course.	1.1. Civics EOC exam		
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

<u>Civics Goal #2:</u>  <b>70% of students who take the Civics EOC will pass with achievement level 4 or 5.</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>No data available. Students were not tested in 2011-12.</b>	<b>70% of students who are required to take the Civics EOC will pass with achievement level 4 or 5.</b>					



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

		1.2. Since we have not taught the course at SLYA, we may not have sufficient texts and support materials	1.2. Assure that state approved Civics texts are available to students enrolled in the course.	1.2. Lead Teacher	1.2. Purchase state/district approved Civics texts and support materials	1.2. Inventory of available Civics texts	
		2.3	2.3	2.3	2.3	2.3	

## Civics Professional Development

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

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

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Information on-line about the Civics EOC: <a href="http://fcad.fldoe.org/eoc/pdf/FL12SpISCivicsWTr2g.pdf">http://fcad.fldoe.org/eoc/pdf/FL12SpISCivicsWTr2g.pdf</a>	Middle School Civics	Ms. Shaw	Social Studies Teacher	September 24, 2012	Classroom Observations	Ms. Shaw

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

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

District/state  
standards,  
curriculum, and EOC  
training

6-8/Civics

District  
Professional  
Development  
Coordinator

Social Studies Teacher

Monthly Meetings

Classroom Observations

Ms. Shaw

### 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>Civics textbooks and materials</b>	<b>State and district approved texts</b>	<b>Instructional Materials</b>	<b>\$447</b>
<b>High interest social studies materials</b>	<b>Scholastic Upfront</b>	<b>Instructional Materials</b>	<b>\$0 (already purchased in 2012)</b>
<b>Subtotal: \$447</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal: \$0</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Provide social studies teacher with district professional development on Civics EOC and delivery of Civics curriculum</b>	<b>District In-services/professional development</b>	<b>Professional Development</b>	<b>\$300</b>
<b>Subtotal: \$300</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal: \$0</b>			

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

Total: \$747			
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### *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)).

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

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

1. Students scoring at Achievement Level 3 in U.S. History.	1.1. Majority of students are behind in school due to the fact that they have not been regularly attending school. Therefore they are unprepared for the rigorous content associated with the course and exam.	1.1. Provide instructional materials and support needed to assist students to pass the course and EOC exam.	1.1. Social Studies Teacher	1.1. Assuring all U.S History EOC testers have needed study materials and instruction needed to pass the exam.	1.1. U.S. History EOC exam		
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

<u>U.S. History Goal #1:</u>  <b>80% of students who take the U.S. History EOC will pass with achievement Level 3.</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>No data available. Students were not tested in 2011-12</b>	<b>80% of students who are required to take the U.S. History EOC will pass with achievement level 3.</b>					

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

		2.2 Length of stay (typically 90 calendar days)	2.2 The teacher will use a variety of instructional materials and techniques, including one-on-one and direct instruction, small group differentiated instruction, and frequent review of science concepts.	2.2 Lead Teacher	2.2 Monthly progress monitoring. Classroom observations by the Lead Teacher	2.2 Classroom walkthroughs	
						1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1. Often students do not take their social studies classes as seriously as science and mathematics. Students at the higher levels of achievement may tend to focus on math and science which are typically thought of as more rigorous than history courses.	2.1. Provide students with rigorous U.S. History content that interests students and helps them to acquire important skills and knowledge associated with U.S. History.	2.1. Lead Teacher and Social Studies Teacher	2.1. Classroom observation of U.S. History classes and the degree of adherence to U.S. History course standards (i.e., rigorous content) so that students are prepared for the exam.	2.1. U.S. History EOC exam.		
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

U.S. History Goal #2:  70% of students taking the U. S. History EOC will pass with achievement levels 4 & 5.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	No data available	70% of students taking the U. S. History EOC will pass with achievement levels 4 & 5.					
		2.2 Length of stay (typically 90 calendar days)	2.2 The teacher will use a variety of instructional materials and techniques, including one-on-one and direct instruction, small group differentiated instruction, and frequent review of science concepts.	2.2 Lead Teacher	2.2 Monthly progress monitoring. Classroom observations by the Lead Teacher	2.2 Classroom walkthroughs	



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

		2.3	2.3	2.3	2.3	2.3	
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### 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
<b>District/state standards, curriculum, and EOC training</b>	<b>9-12/U.S. History</b>	<b>District Professional Development Coordinator</b>	<b>Social Studies Teacher</b>	<b>Monthly Meetings</b>	<b>Classroom Observations</b>	<b>Ms. Shaw</b>

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

Include only school-based funded activities/materials and exclude district			
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Higher level textbooks and materials</b>	<b>State and district approved texts</b>	<b>Instructional Materials</b>	<b>\$400</b>
<b>High interest social studies materials</b>	<b>Scholastic Upfront</b>	<b>Instructional Materials</b>	<b>\$0 (already purchased in 2012)</b>
<b>Subtotal: \$400</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal: \$0</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Professional Development for the Social Studies teacher about course standards and the EOC exam.</b>	<b>District professional development classes</b>	<b>Professional Development</b>	<b>\$300</b>
<b>Subtotal: \$300</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal: \$0</b>			
<b>Total: \$700</b>			

*End of U.S. History Goals*

## Career Education Goals

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

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

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

- 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)).

<b>CAREER EDUCATION 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		

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

1. Career Education Goal	1.1. Due to the short length of the program (typically 90 calendar days) it may be difficult for students to earn a ½ credit in the CTE course prior to their exit.	1.1. Introduction to Environmental Technology courses will be blocked scheduled with and integrated with the Environmental Science course. The schools location on Horse Shoe Creek will be used for outdoor science, environmental lessons, and hands-on activities.	1.1. CTE/Science Teacher and Lead Teacher	1.1. Attendance/Bell schedule	1.1. Student transcripts		
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
75% of students enrolled in the CTE program will obtain at least a ½ credit toward OCP A for the Water Resources Technology CTE Program within 90 calendar days.							
	No data due to the fact that the Water Resources Technology course was not offered at SLYA.	75% of students enrolled in the CTE program will obtain at least a ½ credit toward OCP A for the Water Resources Technology CTE Program within 90 calendar days.					

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

		1.2. Career courses do not hold the interest of students and funding is lacking to purchase equipment to develop projects.	1.2. Develop interesting projects in the career/technical courses that will engage students by obtaining a Perkins grant in building construction technology and continuing the solar electric car project in automotive technologies.	1.2. Principal	1.2. Evaluation of ongoing projects in building construction technology classes and automotive classes	1.2. Funding spent on building construction technology project and automotive solar electric projects as well as the percentage of students who earn industry certification in building construction and automotive training programs.	
		1.3. Students are not aware of and do not understand the connection of what they are learning to possible job opportunities in the real world.	1.3. Allow students the opportunity to job search from those connections using the internet and Choices Interest Profiler.	1.3. CTE Teacher	1.3. Student work folders and completion of CTE course objectives.	1.3. Class work and student transition portfolios	

## Career Education Professional Development

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

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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
<b>CPR/First Aid Instructor Training Professional Development for the Vocational teacher about course standards.</b>	<b>6-12</b>	<b>Red Cross Instructor</b>	<b>Ms. Shaw</b>	<b>12/24/12</b>	<b>CPR/First Aid Instructor Certifications</b>	<b>Ms. Shaw</b>
	<b>9-12</b>	<b>Ms. Shaw</b>	<b>Vocational Teacher</b>	<b>11/2/12</b>	<b>Classroom Observations</b>	<b>Ms. Shaw</b>

### 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>Procure experiential learning materials for students for hands-on experiential learning</b>	<b>CTE Program for Water Resources Technology</b>	<b>Perkins Grant</b>	<b>\$30,572</b>
<b>Subtotal: \$28,937</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Make use of the online computer software from Florida Ready to Work</b>	<b>Florida Ready to Work certifications</b>	<b>Florida Ready to Work</b>	<b>\$0 (Free through Florida Ready to Work)</b>
<b>Subtotal: \$0</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

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

CPR/First Aid Instructor Training to be certified to certify students in CPR/First Aid	CPR/First Aid Instructor Training	Perkins Grant	\$1,035
Life Guard Certification Training to be certified to life guard train school personnel	Life Guard Certification Training	Perkins Grant	\$600
Subtotal: \$1,635			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal: \$0			
Grand Total: \$30,572			

*End of Career Education Goal(s)*

### Transition Goal(s)

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

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

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

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

TRANSITION GOAL(S)	Problem-Solving Process to Increase Student Achievement						



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

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

1. Transition Goal	1.1. While students exiting the program have always had a transition plan with identified educational plans and goals, we have tried to organize more detailed plans that will be more useful to assist students to have a successful transition. We continue to focus on improving our transition procedures so that students are more likely to succeed once they return to their home community.	1.1. Continue with a more systematic transition plan that includes a detailed school reentry plan, employment plan, continuing goals, and community support information.	1.1. Lead Teacher	1.1. Evaluation of Transition Plans and follow-up information	1.1. Transition plans; Report on Student's successful reentry to their home communities.		
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>All students are expected to have a transition plan in place prior to exiting the program that identifies next school place and/or recommended places of employment and long term educational goals.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>100% of students completing the program have a transition plan identifying education and employment procedures and goals.</p>	<p>100% of students completing the program will have a transition plan identifying education and employment procedures and goals.</p>					

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

		1.2. . Some employers are hesitant to employ students with a criminal background.	1.2. Develop a more cohesive working relationship with One-Stop Centers in the students' home communities.	1.2. Lead Teacher	1.2. Evaluation of transition plans and follow-up information	1.2. Transition plans, Report on students' successful reentry to their communities.	
		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
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

Transition Documentation & Proper Notification to Receiving School Districts	6-12	Ms. Shaw	School Wide	By 10/30/12 –Staff Meeting	Review of Transition Plans for 2012-2013 students	Ms. Shaw
Professional Development Transition Planning through district in-service	6-12	Instructor to be named	Lead Teacher	Offered two times yearly. Dates TBA	Review of transition plans	Ms. Shaw

### 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: \$0</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal: \$0</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Guidance Counselor attends district meetings</b>	<b>District meeting lead by District Guidance Personnel</b>	<b>Professional Development</b>	<b>\$0 (offered free)</b>
<b>Subtotal: \$0</b>			

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total: \$0</b>			

*End of Transition Goal(s)*

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

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

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

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

ATTENDANCE GOAL(S)	Problem-solving Process to Increase Attendance						

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

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.		
<b>Spring Lake Youth Academy is a residential program not day treatment.</b>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>					
	<u>2012 Current Number of Students with Excessive Absences</u>  <u>(10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences</u>  <u>(10 or more)</u>					
	<i>Enter numerical data for current number of absences in this box.</i>	<i>Enter numerical data for expected number of absences in this box.</i>					
	<u>2012 Current Number of Students with Excessive Tardies</u>  <u>(10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies</u>  <u>(10 or more)</u>					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

### 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
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### 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: \$6,090</b>
<b>Mathematics Budget</b>	<b>Total: \$3,595</b>
<b>Science Budget</b>	<b>Total: \$1,125</b>
<b>Civics Budget</b>	<b>Total: \$747</b>
<b>U.S. History Budget</b>	<b>Total: \$700</b>
<b>Career Budget</b>	<b>Total: \$30,572</b>
<b>Transition Budget</b>	<b>Total: \$0</b>

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

Attendance Budget
Total: \$0
Grand Total: \$42,829

### 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
Due to the residential nature of the program, Spring Lake Youth Academy’s operational budget provides any funds needed for the School Advisory Committee.	

Describe the activities of the School Advisory Council for the upcoming year.
The SAC will review the school improvement plan, monitor its implementation, and review, amend and approve the 2012-13 budget along with reviewing educational progress and policy changes over the school year.