FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) for Juvenile Justice Education Programs

2012-2013

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2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Juvenile Detention Center	District Name: Leon County School District
Principal: Mr. Richard H. Richardson	Superintendent: Mr. Jackie Pons
SAC Chair: Charles Bagwell	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)/	Number of	Number of Years	Prior Performance Record (include prior common assessment data
		Certification(s)	Years at	as an	learning gains). The school may include AMO progress along with the
			Current School	Administrator	associated school year.
Principal		B.S. M.S.			Assistant Principal of Ghazvini Learning Center in 2008-10:
Filicipai	Richard H. Richardson	Educational Leadership,	4	17	Grade: Ungraded
		Level II Certification			The school is not eligible to be graded under the A+ Plan.
Assistant		B.S. M.S.	1		Dean of Student at James S. Rickards High during the 2009-11
Principal	Wilfred Brown	Educational Leadership		1	Grades: B – 2008
Timerpar		Educational Leadership			A – 2009
		M.S. Educational			
Assistant		Leadership			
Principal	Michael McDaniel	B.S. Educational	0	0	
		Certifications:Educational			
		Leadership (All Levels)			

Social Studies(6-12)	
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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	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior common assessment
Area		Certification(s)	Years at	an	data learning gains). The school may include AMO progress
			Current School	Instructional Coach	along with the associated school year.
	Michael McDaniel	M.S. Ed. Leadership B.S. Education Certification: Ed. Leadership (All levels) Social Studies (6-12)	0	0	The school is not eligible to be graded under the A+ Plan.

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	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Int. Reading, Life Skills & E.S.E	Rachelle Navarro	EH, VE, MGIC 5-9	6	Teacher 22	The school is not eligible to be graded under the A+ Plan.
Mathemati cs, Science	William A. Spyker	MGIC 5-9, Mathematics 5-9, Mathematics 6-12	3	11	The school is not eligible to be graded under the A+ Plan.
English, Social Studies	John C. Chancy	English 6-12, Social Studies 6-12, MGIC 5-9	4 1⁄2	22	The school is not eligible to be graded under the A+ Plan.

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. On-going Professional Development and learning communities at GLC	Administration	6/05/13	On-going Professional Development at GLC
1.			
2.			
3.			

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
This facility currently has no staff or paraprofessionals in any instructional positions.	N/A

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
3	0%	0%	33%	66%	66%	100%	33%	0%	0%

2012-2013 School Improvement Plan Juvenile Justice Education Programs *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
N/A			

*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.

JDC teachers and administrative staff meet monthly through Professional Learning Community meetings, and monthly JDC Faculty Meetings. Specific strategy instruction is on-going at JDC and takes place in PLC and Faculty meetings. One staff teacher took the NG-CARPD training during the summer of 2012 and will be disseminating that information to the other staff members over the course of the coming school year. Reading strategy instruction is also part of every teacher's Deliberate Practice Plan (DPP).

*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?

Teachers meet monthly to discuss the integration of various course lessons/units. Literacy, writing, and problem solving strategies are incorporated into all curriculum areas.

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?

As per Florida Department of Education standards, JDC's lead teacher and guidance department formulate an appropriate student schedule based on current and future student

needs. During an IAP (Individual Academic Plan) review the student's academic and career planning, as well as course selections are reviewed in order to make the student's course of study personally meaningful.

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.

Teachers will be utilizing the CHOICES program for all students who have already graduate or are in their senior year. N/A

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						
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.		1.1. JDC will continue to administer the STAR	1.1. Principal Asst. Principal	1.1. Review STAR data reports to ensure teachers are	1.1. Printout of STAR Reading and PLATO		
Reading Goal #1:By May 2013, 50% of the studentswho remain at the JDC for 90 days will make learninggains as measured on the STAR pre-/post-test.Reading Goal:CompiledCompiled2012 Currentdata for the districtLevel ofPerformance:*indicates most studentsPerformance:*Performance:*		Reading assessment and utilize the PLATO Learning Systems to monitor student progress.		assessing students according to the created schedule.	reports.		

2012-2013 School Imp.						
appear to be deficient.	N/A					
Over 30% of the students at						
the JDC are from out of the						
district and their records are						
most times not available.						
With the average stay being		1.2.	1.2.	1.2.	1.2.	1.2.
fourteen days (14), the			Implement a school-wide		L	Classroom walk-
academic information is			emphasis on daily	L .		through log, focused
limited. Most students test				U		walk-through and
scores show that they are			Standards.		e	teacher lesson plans
two grade levels below in						to determine
one or more areas that were						frequency of
tested. Most scores need to						instruction
be raised to meet the FCAT		1.3.	1.3.	1.3.	1.3.	1.3.
passing requirements.						
Passing requirements.						

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	Baseline data 2010-2011						
Achievable Annual							
Measurable Objectives							
(AMOs). In six year							
school will reduce their							
achievement gap by 50%.							
Reading Goal #2:							

1			

Reading Professional Development

Profess	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			
Common Core State Standards	All grades and subjects	Michael McDaniel	All JDC Teachers	TBD	Lesson Plans Walk-through iObservations Informal iObservations Formal iObservations	JDC Administrative Team			
PARCC	All grades and subjects	Michael McDaniel	All JDC Teachers	TBD	Lesson Plans Walk-through iObservations Informal iObservations Formal iObservations	JDC Administrative Team			
Continued <i>iObservation</i> Training	All grades and Subjects	Michael McDaniel	All JDC Teachers	TBD	Lesson Plans Walk-through iObservations Informal iObservations Formal iObservations	JDC Administrative Team			
NG-CARPD	All grades and Subjects	Michael McDaniel	All JDC Teachers	TBD	Lesson Plans Walk-through iObservations Informal iObservations Formal iObservations	JDC Administrative Team			

Reading Budget (Insert rows as needed)

•	d funded activities/materials and exclude district fun	nded activities/materials.		
Evidence-based Program(s	s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount	
N/A	N/A	N/A	N/A	
				Subtotal
Technology				
Strategy	Description of Resources	Funding Source	Available Amount	
N/A	N/A	N/A	N/A	
				Subtota
Professional Development				
Strategy	Description of Resources	Funding Source	Available Amount	
N/A	N/A	N/A	N/A	
				Subtotal
Other				
May 2012				11

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			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?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

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

MATHEMATICS GOALS	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
mathematics.		1 2	Asst. Principal		Math and PLATO	
<u>Mathematics Goal #1:</u> By May 2013, 50% of all students including those below the 25 th percentile, who		Common Core State Standards for		administration will be used to ensure that math	results.	

remain at the JDC for 90 days, will make learning gains as measured on the STAR Math pre- and post-test.			Mathematics.		teachers are implementing the Common Core State		
	2012 Current Level of	2013 Expected Level of				Standards for Mathematics	
Compiled data for the	Performance:*	Performance:*				in their classrooms.	
district indicates most	N/A	N/A					
students appear to be							
deficient. Over 30% of the							
students at the JDC are			1.2.	1.2.	1.2.	1.2.	1.2.
from out of the district and				<u>^</u>	Principal	Teachers will maintain	Provide student
their records are most times					Asst. Principal	samples of student work	practice opportunities
not available. With the				Math EOC-type question		that has utilized EOC	using both Math
average stay being fourteen				scenarios. and Math EOC-			EOC -type question
(14) days, the academic				style short and extended		and extended response	scenarios. and Math
information is limited.				response items.		items.	EOC -style short and
Most students test scores							extended response
show that they are two			1.0	1.2	1.2	1.2	items.
grade levels below in one			1.3.	1.3. Math progress monitoring	1.3. Drincipal	1.3. Review student grouping	1.3. Math progress
or more areas that were				will take place throughout		charts frequently and ensure	
tested. Most scores need to				the school year and will	Assi. Filicipai	groups are redesigned to	place throughout the
be raised to meet the FCAT				be used to identify		target the need of students	school year and will
passing requirements.				students needing		based on progress	be used to identify
				intervention and			students needing
				enrichment.		monitoring assessment(s). PLATO student grade	intervention and
				emichment.		sheets. Registrar data	enrichment.
				Mathematics courses on		keeping form for	emiciment.
				the PLATO curriculum		course/credit retrieval.	Mathematics courses
				will be utilized for both		course/credit retrieval.	in a PLATO
				base curriculum and			curriculum will be
				credit retrieval, which			utilized for both base
				allows for academic			curriculum and credit
				acceleration.			retrieval, which
							allows for academic
							acceleration.

Based on Ambitious but Achievable Annual Measurable Objectives	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
(AMOs), Reading and Math Performance Target						

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	Baseline data 2010-2011					i
Achievable Annual						ł
Measurable Objectives						i
(AMOs). In six year						
school will reduce their						1
achievement gap by 50%.						1
Mathematics Goal #2:						
						1

Algebra End-of-Course (EOC) Goals

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

Algebra	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 Acl			Transitioning:	1.1.	1.1.	1.1.	1.1. County testing reports on the		
<u>Algebra Goal #1:</u> Due to the nature of this			Securing up-to-date student records in a		Lead Teacher/Testing	On site registrar and Lead Teacher/Testing Coordinator will	students that required EOC testing.		
facility (with the typical student's stay only 14 days) the only feasible goal	level of	for expected level of	timely nature to provide proper EOC assessment for all	window periods		personally contact student's past schools/counties to			
to strive for is that all students will be offered the	this box.		required students.			determine each student's current status as to EOC			
opportunity to take and/or re-take all Algebra I EOC						testing needs.			

Image: provided for such the function of the observe of student achievement data, and reference in "Guiding Questions", description and define areas in accord improvement in "Guiding Questions", description and define areas in accord improvement in "Guiding Questions", description and define areas in accord improvement in "Guiding Questions", description and define areas in accord improvement in "Guiding Questions", description and define areas in accord improvement in "Guiding Questions", description and define areas in accord improvement in "Guiding Questions", description and define areas in accord improvement in "Guiding Questions", description and define areas in accord improvement in "Guiding Questions", description and define areas in accord improvement in "Guiding Questions", description and define areas in accord improvement in the function of the following grant in the spical different intervent in the "Green intervent in the "Green intervent in the "Green intervent in the spical different intervent in the different intervent in the different intervent intervent in the different intervent in the spical different intervent in the different in the different intervent in the spical different intervent in the different in the dinthe different in the different in the differe	2012-2013 School Imp	provement Plan Juvenne J	usice Euucation		-			
windows provided for such rescring by the DOE. 13.	exams while enrolled at		1.2.	1.2.	1.2.	1.2.	1.2.	
Itesting by the DOE. Process Used to Determine the Addresses of the Determine the State state state state and the state s	the facility during the							
Iterating by the DOE:Price Iteration of Point Iteration	windows provided for such		13	1 3	13	13	13	
Based on the numbers of student achievement data and reference to functionary for the following group: Anticipated Barrier Strategy Person or Position registrar and Lead Evaluation Tool 2. Students scoring at or appoint of the following group: and for career 2.1. 2.1. 2.1. 2.1. County testing reports on the student's state of the protect for momental for momental for momental for any the origination of the student records as Lead Teacher/Testing County testing reports on the student's state only the student's state only the student student's state only the only for a student's state	testing by the DOE.		1.5.	1.5.	1.J.	1.5.	1.5.	
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 "Gouding Questions". Identify and define areas in meed of improvement for the following group:								
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2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. 2.1. Transitioning: Secure student records as the origon of the student records as the origon of the student records as the origon of the student records as that or steed of student records as that or steed of the nature of this student records as that or steed of the student records as the student records as that or steed of the student records as that required Student records as the student record					Responsible for Monitoring			
And 5 in Algebra. Transitioning: cevel of Performance.** Transitioning: cevel of Performance.** Transitioning: cevel of Performance.** Transitioning: cevel of Performance.** On site registrar and Lead Teacher/Testing Coordinator will performance in this student records in a timely nature to covid proper ECO serves whether to all all or current student's student's spat student's spat student's spat On site registrar and Lead Teacher/Testing Coordinator will performance in this student's spat student's spat On site registrar and Lead Teacher/Testing Coordinator will performance in this student's spat On site registrar and Lead Teacher/Testing Coordinator will performance in this student's past student's past student's past schools/counties to determine cent student's current status as to EOC testing needs. County testing reports on the student's that required EOC testing. Mig beinger windows provide prosentic testing by the DOE. Enter numerical data the facility during the testing by the DOE. Enter numerical data testing by the DOE. 22.2 2.2 2.2 2.2 2.2 Based on Ambitious but Achievable Annual Measurable Objectives (AMOS), Reading and Mah Performance Target 2011-2012 2012-2013 2013-2014 2014-2015 2015-2016 2015-2016 3. Ambitious but Achievable Annual Measurable Objectives (AMOS), In six year Baseline data 2010-2011 Count testing the facility during the student status as to EOC Count testing testin			2.1.	2.1	2.1		2.1	
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Algebra Goal #2: 2012 Current Performance: 2013 Expected Level Of Performance: 2015 Expected Level Of Performance: Scurrent Student's treeords in a facility (with the typical that for current is that and the proper EOC sort student's stary only 14 days) the only facility for any facility student's stary only 14 days) the only facility during the sort student's that all student's stary only 14 days) the only facility during the sort student's that all student's stary only 14 days) the only facility during the sort student's that all student's stary only 14 days) the only facility during the sort student's that all student's stary only 14 days) the only facility during the sort student's that all student's stary only 14 days) the only facility during the sort student's that all student's stary only 14 days) the only facility during the student's will be offered the provide prosen EOC exams while enrolled at the facility during the windows provided for such testing by the DOE. The student's current student's current student's current status as to EOC testing needs. 2.2. 2.2. 2.2. 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 Achievable Annual Measurable Objectives (AMOs), In six year school with reduce their Baseline data 2010-2011 Image: Student's current status school with reduce their Subjectives school with reduce their Subje	and 5 m Aigebra.		Transitioning:		On site registrar and	On site registrar and Load	County testin	ranorte
Level of	Algebra Goal #2:	2012 Current 2013 Expected Level	a · · · · ·	Secure student records as				
Due to the nature of this facility (with the typical student's substrine of facility (with the typical student's substrine of the facility during the testing by the DOE. Enter numerical student's substrine of the facility during the testing by the DOE. Enter numerical student's substrine of the facility during the testing by the DOE. Enter numerical student's substrine of the facility during the testing by the DOE. Enter numerical student's substrine of the facility during the testing by the DOE. Enter numerical student's current status as to EOC testing. Enter numerical student's current status as to EOC testing. Based on Ambitious but Achievable Annual Measurable Objectives (AMOAS). In six year school student as substrine of the facility during in the student's current status as to EOC testing. 2011-2012 2012-2013 2013-2014 2014-2015 2016-2016 Based on Ambitious but Achievable Annual Measurable Objectives (AMOAS). In six year school student is current status as to EOC testing as school student is current status as to EOC. E011-2012 2012-2013 2013-2014 2014-2015 2016-2017		Level of <u>of Performance:*</u>	- 4 - 4 4					
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student's stay only 14 days) the only feasible goal to strive for is that all students will be offered the opportunity to take and/or re-take all Algebra I EOC exams while enrolled at the facility during the windows provided for such testing by the DOE. is seessment for all required students. is due in s past schools/counties to determine each student's current status as to EOC testing needs. is due in s past schools/counties to determine each student's current status as to EOC testing needs. is due in s past schools/counties to determine each student's current status as to EOC testing needs. Based on Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their 2011-2012 2012-2013 2013-2014 2014-2015 2015-2016 2016-2017							1	
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to strive for is that all bits box. It is bo								
students will be offered the opportunity to take and/or re-take all Algebra I EOC restans while enrolled at the facility during the windows provided for such testing by the DOE. Based on Ambitious but Achievable Annual Measurable Objectives 3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year Baseline data 2010-2011 Achievable Annual Measurable Objectives (AMOs). In six year			required stadems.					
opportunity to take and/or re-take all Algebra I EOC exams while enrolled at the facility during the windows provided for such tessing by the DOE. 2.2. 2.2. 2.2. 2.2. 2.3 2.3 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 school will reduce their Baseline data 2010-2011 Image: Constraint of the state of								
Pre-take all Algebra I EOC exams while enrolled at the facility during the windows provided for such testing by the DOE. 2.2. 2.2. 2.2. 2.2. 2.3 2.3 2.3 2.3 2.3 2.3 2.3 Based on Ambitious but Achievable Annual (AMOs), Reading and Math Performance Target 2011-2012 2012-2013 2013-2014 2014-2015 2015-2016 2016-2017 Achievable Annual Measurable Objectives (AMOs), In six year School will reduce their Baseline data 2010-2011 Image: Constraint of the second sec						testing needs.		
exams while enrolled at the facility during the windows provided for such testing by the DOE. Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target 3. Ambitious but Achievable Annual Measurable Objectives (AMOs), In six year school will reduce their								
he facility during the windows provided for such testing by the DOE. Based on Ambitious but Achievable Annual Measurable Objectives (AMOS), Reading and Math Performance Target 3. Ambitious but Achievable Annual Measurable Objectives (AMOS), In six year school will reduce their			2.2.	2.2.	2.2.	2.2.	2.2.	
windows provided for such testing by the DOE. 2.3 <								
Itesting by the DOE. Itesting by the DOE. <td< td=""><td></td><td></td><td>2.3</td><td>2.3</td><td>2.3</td><td>2.3</td><td>2.3</td><td></td></td<>			2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives 2011-2012 2012-2013 2013-2014 2014-2015 2015-2016 2016-2017 3. Ambitious but Achievable Annual Measurable Objectives (AMOs).Reading and Math Performance Target Solution but achievable Annual Measurable Objectives Solution but achievab								
(AMOs),Reading and Math Performance Target Image: Constraint of the second	testing by the DOL.							
(AMOs),Reading and Math Performance Target Image: Constraint of the second								
(AMOs),Reading and Math Performance Target Image: Constraint of the second								
(AMOs),Reading and Math Performance Target Image: Constraint of the second								
(AMOs),Reading and Math Performance Target Image: Constraint of the second								
(AMOs),Reading and Math Performance Target Image: Constraint of the second								
(AMOs),Reading and Math Performance Target Image: Constraint of the second							1	
(AMOs),Reading and Math Performance Target Image: Constraint of the second	Based on Ambitious but Achie	vable Annual Measurable Objectives	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their	(AMOs), Reading and Math Perfo	rmance Target						
Measurable Objectives (AMOs). In six year school will reduce their	3. Ambitious but	Baseline data 2010-2011					Ι Τ	
(AMOs). In six year school will reduce their	Achievable Annual							
school will reduce their	Measurable Objectives						1 1	
	(AMOs). In six year							
achievement gap by 50%.	school will reduce their						1 1	
	achievement gap by 50%.							

Algebra Goal #3:	-		
Due to the nature of this facility (with the typical student's stay only 14 days) the only feasible goal to strive for is that all students will be offered the opportunity to take and/or re-take all Algebra I EOC exams while enrolled at the facility during the windows provided for such testing by the DOE.			

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 "Guiding Questions", identify and define areas in need of for the following group:		Barrier Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 Geometry.		a.	1.1.		1.1.		
Due to the nature of this Level of of Performance:* facility (with the typical for current Enter numerical for explored for explo	Expected Level Securing up- rformance:* Student reconting numerical data provide prop cpected level of assessment f required student required student	-to-date rds in a e to oper EOC for all		Teacher/Testing	County testing reports on the students that required EOC testing.		

re-take all Geometry EOC exams while enrolled at the facility during the windows provided for such testing by the DOE. Based on the analysis of student a "Guiding Questions", identify and for the follo 2. Students scoring at or all and 5 in Geometry.	achievement data define areas in ne owing group: bove Achieve	, and reference to eed of improvement ment Levels 4	1.2. 1.3. Anticipated Barrier 2.1. Transitioning:	1.2. 1.3. Strategy 2.1.		1.2. 1.3. Process Used to Determine Effectiveness of Strategy 2.1. On site registrar and Lead	1.2. 1.3. Evaluation 2.1. County testing	
Due to the nature of this facility (with the typical student's stay only 14 days) the only feasible goal pe	<u>evel of</u> <u>erformance:*</u> Enter numerical l tata for current evel of	of Performance:* Enter numerical data for expected level of performance in this pox.	student records in a timely nature to provide proper EOC assessment for all required students.	Secure student records as quickly as possible during the testing window periods	Lead Teacher/Testing Coordinator	Teacher/Testing Coordinator will personally contact student's past schools/counties to determine each student's current status as to EOC testing needs.	on the student required EOC	ts that
exams while enrolled at the facility during the windows provided for such				2.2. 2.3		2.2.	2.2. 2.3	
testing by the DOE.								
Based on Ambitious but Achieva (AMOs), Reading and Math Perform		asurable Objectives	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						

Geometry Goal #3:				ľ
Due to the nature of this facility (with the typical student's stay only 14 days) the only feasible goal to strive for is that all students will be offered the opportunity to take and/or re-take all Geometry EOC exams while enrolled at the facility during the windows provided for such testing by the DOE.				

Mathematics Professional Development

Professi	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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)	quire a professional development Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	or PLC activity. Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring					
Common Core State Standards	All grades and subjects	Michael McDaniel	All JDC Math Teachers	TBD	Lesson Plans Walk-through iObservations Informal iObservations Formal iObservations	JDC Administrative Team					

End of Geometry EOC Goals

Mathematics Budget

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

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

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

Biology E	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 Ach Biology.	ievement Lev		Transitioning:	1.1.		1.1. On site registrar and Lead	1.1. County testing reports on		
student's stay only 14 days)	data for current level of	Level of Performance:* Enter numerical data for expected	student records in a timely nature to provide proper EOC	Secure student records as quickly as possible during	Lead Teacher/Testing Coordinator		the students that required		

strive for is that all students will be offered the opportunity to take and/or re-take all Biology EOC exams while enrolled at the facility during the windows provided for such testing by the DOE.			1.2. 1.3.	1.2. 1.3.	1.2.	testing needs. 1.2. 1.3.	1.2.
Based on the analysis of student a "Guiding Questions", identif improvement for th	y and define area	s in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Due to the nature of this facility (with the typical student's stay only 14 days) the only feasible goal to strive for is that all students will be offered the	above Achiev 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	Transitioning: Securing up-to-date student records in a timely nature to	2.1. Secure student records as quickly as possible during the testing window periods	On site registrar and Lead Teacher/Testing Coordinator		2.1. County testing reports on the students that required EOC testing.
opportunity to take and/or re-take all Biology EOC exams while enrolled at the facility during the windows provided for such testing by the DOE.			2.2. 2.3		2.2. 2.3	2.2. 2.3	2.2. 2.3

Science Professional Development

Profes	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					
Common Core State Standards And NG-CARPD	All grades and subjects	Michael McDaniel	All JDC Science Teachers	TBD	Lesson Plans Walk-through iObservations Informal iObservations Formal iObservations	JDC Administrative Team					

Science Budget (Insert rows as needed) Include only school-based funded activities/materials and exclude district funded activities/materials.

Evidence-based Program(s)/M	Materials(s)			
Strategy	Description of Resources	Funding Source	Amount	
N/A	N/A	N/A	N/A	
				Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
N/A	N/A	N/A	N/A	
				Subtotal:
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
N/A	N/A	N/A	N/A	
				Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
N/A	N/A	N/A	N/A	
	·		÷	Subtotal:
				Total:

End of Science Goals

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

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

Civics E	COC 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.		
			atudant ragarda in a	Secure student records as	Lead Teacher/Testing	Teacher/Testing	County testing reports on the students that	
facility (with the typical student's stay only 14 days) the only feasible goal	lata for current evel of	for expected level of performance in this box.	timely nature to	during the testing		Coordinator will personally contact student's past schools/counties to	required EOC testing.	

to strive for is that all students will be offered the opportunity to take and/or re-take all Civics EOC exams while enrolled at			1.2.	1.2.	1.2.	determine each student's current status as to EOC testing needs.	1.2.
the facility during the windows provided for such testing by the DOE.			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of studer "Guiding Questions", identify an for the fo	d define areas in r		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Civics Goal #2: 2012 Current 2013 Expected Level of Performance:* Due to the nature of this facility (with the typical student's stay only 14 days) the only feasible goal to strive for is that all students will be offered the 2012 Current Level of Performance:* 2013 Expected Level of Performance:*			student records in a timely nature to provide proper EOC assessment for all required students.	Secure student records as quickly as possible during the testing window periods	2.1. On site registrar and Lead Teacher/Testing Coordinator	2.1. On site registrar and Lead Teacher/Testing Coordinator will personally contact student's past schools/counties to determine each student's current status as to EOC testing needs.	2.1. County testing reports on the students that required EOC testing.
opportunity to take and/or re-take all Civics EOC exams while enrolled at the facility during the windows provided for such testing by the DOE.			2.2.		2.2. 2.3	2.2. 2.3	2.2. 2.3

Civics Professional Development

Profes	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					
Common Core State Standards And NG-CARPD	All grades and subjects	Michael McDaniel	All JDC Social Studies Teachers	TBD	Lesson Plans Walk-through iObservations Informal iObservations Formal iObservations	JDC Administrative Team					

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement					
Based on the analysis of studer "Guiding Questions", identify an for the fo			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. Transitioning:	1.1.	1.1. On site registrar and	1.1. On site registrar and Lead	1.1. County testing reports		
U.S. History Goal #1: Due to the nature of this	<u>Level of</u> Performance:*	of Performance:*	student records in a	Secure student records as	Lead Teacher/Testing Coordinator	Teacher/Testing	on the students that required EOC testing.	
facility (with the typical student's stay only 14 days) the only feasible goal	data for current level of	for expected level of performance in this	provido propor E()()	window periods		student's past schools/counties to		

1	this box.		1.2. 1.3.	1.2. 1.3.	1.2.	determine each student's current status as to EOC testing needs. 1.2.	1.2.
"Guiding Questions", identify and	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
Due to the nature of this facility (with the typical student's stay only 14 days) the only feasible goal to strive for is that all students will be offered the opportunity to take and/or	2012 Current Level of Performance:* Enter numerical data for current	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this	Transitioning:		On site registrar and	2.1. On site registrar and Lead Teacher/Testing Coordinator will personally contact student's past schools/counties to determine each student's current status as to EOC testing needs.	2.1. County testing reports on the students that required EOC testing.
re-take all U.S. History EOC exams while enrolled at the facility during the windows provided for such testing by the DOE.			2.2.			2.2. 2.3	2.2. 2.3

U.S. History Professional Development

Profes	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					
Common Core State Standards And NG-CARPD	All grades and subjects	Michael McDaniel	All JDC Social Studies Teachers	TBD	Lesson Plans Walk-through iObservations Informal iObservations Formal iObservations	JDC Administrative Team					

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

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

End of U.S. History Goals

Career Education Goals

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

Guiding Questions to Inform the Problem-Solving Process

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

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

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 We will offer Career Exploratory Education within our Life Skills Curriculum to all students enrolled at the IDC for the	2012 Current Level :* 2013 Expected Level :* Enter numerical data for current goal in this box. Enter numerical data for expected goal in this box. 1.2. Students that are on confinement within the mods. 1.3. Enter numerical		Class interruptions, students pulled out of class for court, medical, mental health and various other components.	Pencil/paper interest surveys, Career DVDs' with worksheets, Personality worksheets, Teacher oral presentations, <u>Career</u> <u>Criuser</u> publication, et. al.	Shelly Navarro and other teachers	Skills course.	1.1. Pencil/paper quizzes, surveys, worksheets.
enrolled at the JDC for the duration of their stay. We plan to implement the CHOICES planning program during the coming			None available 1.3.	1.3.	1.3.	1.2. NA 1.3. NA	1.2.

Career Education Professional Development

Professi	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			
CHOICES program training	6 th -12 th and post secondary.	Michael	Life Skills teacher (Navarro)and Social Studies Teacher(Chancy)	Full implementation by January 2013.	Lesson Plans Walk-through iObservations Informal iObservations Formal iObservations	JDC Administrative Team			

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

	funded activities/materials and exclude district fun	nded activities /materials.	
Evidence-based Program(s))/Materials(s)		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			Subtotal
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			Subtotal
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			Subtotal
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			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 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	
May 2012		34

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 We expect to receive all relevant student records from school districts and DJJ programs within 72 hours of each student's enrollment at the LCRJDC. We expect to meet this goal with 100% foll worked to deal	2012 Current Level :* Enter numerical data for current goal in this box.	Level :*	districts are not immediately responsive to "requests for records" by the registrar.		Althea Peterson	Currently, there is no process in place to measure the effectiveness.	1.1. Currently, there is no tool in place to measure the effectiveness.
of all enrolled students. We will strive to send all relevant student records to the receiving school/program within 24 hours of each student's withdrawal from our program. We have a target goal of 95% in regards to this goal.			work is the main reason to expect a target of less than 100% in terms of the outgoing records on withdrawn students.		Althea Peterson	4 	 1.1. Currently, there is no tool in place to measure the effectiveness. 1.3.

Transition Professional Development

Professi	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			
NA									

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
N/A	N/A	N/A	N/A
			Subtotal
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			Subtotal
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			Subtotal
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			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?

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

Problem-solving Process to Increase Attendance
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ATTEN	IDANCE GOAL	L(S)					
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.
	Attendance Rate:* Attendance Enter numerical data Enter	<u>13 Expected</u> tendance Rate:* ter numerical data texpected	NA	NA	NA	NA	NA
	attendance rate in this box.attendance box.2012Current201	endance rate in this x. 13 Expected					
NA	Absences Abs	<u>umber of Students</u> th Excessive ssences or more)					
1774	Enter numerical data Ent for current number offor	ter numerical data					
	Number_ofNumStudents withStudents	<u>13 Expected</u> <u>unber of</u> <u>idents with</u>					
	(10 or more) (10 Enter numerical data Ent						
	for current number offor students tardy in this stud box. box.	dents tardy in this	1.0	1.2	1.2	1.2	12
					1.2. 1.3.	1.2. 1.3.	1.2. 1.3.

Attendance Professional Development

Professi	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			
NA									

Attendance Budget (Insert rows as needed) Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/M	Materials(s)		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
	·	· · ·	Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			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	
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	Total:
Career Budget	
	Total:
Transition Budget	
	Total:
Attendance Budget	
	Total:
	Grand Total:

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

No

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

Describe projected use of SAC funds.	Amount

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