

Florida Department of Education

School Improvement Plan (SIP) for Juvenile Justice Education Programs

2012–2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Avon Park Youth Academy	District Name: Polk County School District
Principal: Dr. John Zeuli	Superintendent: Dr. Sherrie Nickell
SAC Chair: Mr. Kevin Roberts	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

May 2012

Rule 6A-1.099811

Revised May 25, 2012

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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	Dr. John Zeuli	PhD/Ed Leadership, MGIC, Social Studies, ESE	13	11	Over 70 percent of students made learning gains in reading and mathematics during their length of stay at the facility (9-12 months) The learning gains are roughly 1.25 grade levels per subject.
Lead Educator	Dr. Jeanette Phipps	PhD/Ed Leadership, Agriculture	12	6	APYA has awarded a high number of Florida Ready to Work certifications. Also the school has been awarded DOE Perkins grant for each of the previous 4 years. Funding has been over \$150,000 total

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.

Effective and Highly Effective Teachers

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

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Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Teacher	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Math/ Reading	Rocio French	M.A./Math 5-9, Reading, ESOL Endorsements, Spanish	10	9	Students have made grade level gains in reading and mathematics based on New Century Pre and Post tests in mathematics and reading.
Science/ Social Studies	James Aaron	J.D./Science 5-9, Social Studies, ESE	2	2	Students have made grade level gains in reading based on New Century Pre and Post tests in reading.
English/ ESE	Lois Wakeland	B.A./ English, ESE,	7	3	This is the first year of teaching English

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. Our school pays for teachers' additional class work at local universities and colleges that will enable them to be highly qualified. We also reimburse for all certification tests and certification applications.	Asst Prin	ongoing	
2. Our school also provides salary increases for teachers who obtain highly qualified status in particular high need areas.	Asst Prin	ongoing	
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]).

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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
No staff in this category	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%	33%	67%	0%	67%	100%	67%	0%	67%

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.

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Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Dr. Jeanette Phipps	Kenneth Turner	Dr. Phipps has a Professional Certificate in Vocational Education	Observation of Successful Instructional Strategies; Assistance with the successful implementation of all other effective indicators, including reading instruction in the vocational trades
Mr. Timothy Nelson	Wayne Turner	Mr. Nelson has a professional certification in a related career/technical area.	Observation of Successful Instructional Strategies; Assistance with the successful implementation of all other effective indicators
Dr. Jeanette Phipps	Patrick Bray	Dr. Phipps has a Professional Certificate in Vocational Education	Observation of Successful Instructional Strategies; Assistance with the successful implementation of all other effective indicators, including reading instruction in the vocational trades

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

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

All students in need of assistance to improve their reading based on their level of performance upon entering the academy will receive intensive reading assistance along with access to a wide range of library books. Assistance will be in form of specific coursework designed to improve students' reading as well as structured reading accomplished during regular educational courses, including both academic and career/technical courses. It is expected that teachers will provide reading activities in all classes in which students are enrolled in order to help students learn about their subject and to improve their overall reading performance.

Formal Components of the Reading Plan. Avon Park Youth Academy's reading plan is designed to be in accord with Polk County School District's Reading Requirements for all students. Upon entering the Academy, students are administered New Century Reading Pre-test as well as other required state tests (WIN assessment) to determine a student's reading proficiency. Other initial screening instruments are also used by teachers to determine a student's proficiency and to adapt instruction accordingly, including the student's prior FCAT reading scores, FAIR, and other informal teacher assessments. After students have completed the initial reading assessment they are expected to be enrolled continuously in intensive reading if they have not passed FCAT reading at the expected levels (Level 3) as outlined in the Polk County Reading Plan. The duration of

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time per day students are enrolled in intensive reading will be dependent on their fluency levels as indicated on a state or district score.

It is important that academic teachers who do not already possess a reading endorsement work toward it 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.

Overall, it is expected that students will 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. Since students spend the majority of their day enrolled in vocational courses, vocational instructors will also document reading in their classes, which is expected to be at least 45 minutes per day. Career/technical instructors will also be provided professional development to improve reading in their classes.

Administrative staff will support teachers' efforts to improve reading at the Academy and will provide teachers with the curriculum resources endorsed by the district's reading plan and used to improve students' reading. Administrative staff will also help monitor students' progress in reading. Student grades, New Century FAIR, and other reading reports will also be used as monitoring tools for students' reading progress.

Teachers will report progress monthly at treatment team meetings. Students not making monthly progress will receive reading goal revisions along with strategies adjusted to help them progress. In addition, the Diagnostic Assessments of Reading (DAR) will also be available to reading teachers in order to diagnose problems for students that are not making progress.

**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?

Avon Park Youth Academy offers career and vocational training in Building Construction Technology, Digital Publishing, Culinary Arts, Automotive Services, Electrical, Plumbing, Carpentry, and Painting. All students are required to enroll in career courses, and 90 percent of students earn occupational completion points in one of the above mentioned career and vocational 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?

All students meet with a certified guidance counselor in order to develop their individual academic plan. Exceptional education students receive an individual educational plan through collaboration with their ESE teacher and guidance counselor. Academic education generally focuses on improvements in reading, mathematics, and writing. Students

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nonetheless earn high school credits in a wide range of academic courses. Academic teachers also supplement the curriculum with computer-based instruction. All students have daily access to a computer for at least 1 hour and 30 minutes. Students make use of computers for computer-assisted instruction, conducting research, career inventories, and to learn word processing skills. As mentioned, all students have access to career/technical training. Avon Park Youth Academy also includes Home Builders Institute which operates a school-within-a-school. Home Builders provides apprenticeship training that focuses on hands-on construction skills, workplace focused math and literacy, employability skills, safety training, and community restoration projects. The graduates qualify for placement in careers in home building construction trades upon their release from the facility.

Career/technical and academic teachers also collaborate to teach reading and math across the curriculum areas. The academic teachers provide additional assistance in teaching applied vocational mathematics topics specific to the career/technical courses.

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.

There is no data available for Avon Park Youth Academy on the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Guiding Questions to Inform the Problem-Solving Process

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

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

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

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<p>1. Percentage of students making learning gains in reading.</p> <p><u>Reading Goal #1:</u></p>	<p>1.1. Many of APYA's students work toward a non-standard diploma, including GEDs, Exit Option, and Special Diplomas. 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</p>	<p>1.1. Small group instruction in intensive reading classes complemented by students' use of a computer-based reading program used to focus on defined areas of individual weakness. Continued monitoring of students progress so that students are able to read on grade level and pass GED reading and/or FCAT reading tests</p>	<p>1.1.Ms. French</p>	<p>1.1. Monthly reports at Formal Educational Treatment team meetings detailing student progress in reading.</p>	<p>1.1. The WIN common assessment in reading will be used to identify gains in reading through pre and post tests. Also, New Century Education gains reports in reading may be used to identify gains in reading achievement.</p>		
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	expect and work toward improvement on the FCAT reading test as well as New Century. However, students typically are not motivated to pass the FCAT since their diploma option does not require passing it.						
<p><i>Enter narrative for the goal in this box.</i></p> <p>Students will be expected to make gains in reading skills during their residence at Avon Park Youth Academy which typically last 9 months. We hope to help students make gains so that they are either on or near grade level for reading.</p>	<p><u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> :*</p>	<p><u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> :*</p>					

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	68% (120) of students made learning gains in reading during the 2011-12 school year. Average gain was 1.3 grade levels. This figure was 8 percent higher than the 60 percent who made reading learning gains in 2010-11.	73 % (129) of students will make learning grades in reading during the 2012-2013 school year.					
		1.2.Students feel that the FCAT reading test is too difficult for them to pass in order to obtain their Exit Option Diploma	1.2. Small group instruction focused on FCAT reading gains	1.2. Intensive Reading Teachers; Guidance	1.2. Evaluation of students' progress on the FCAT reading test in October and April	1.2.FCAT reading results	

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		1.3. ELL students have difficulty reading in career/technical and academic classes because of language barriers.	1.3. Enroll career/technical and academic teachers in ESOL classes so that teachers learn strategies to help students read more proficiently.	1.3.Asst Prin	1.3. Monthly reports on ELL students' progress in reading from both vocational and academic teachers.	1.3. Documentation of Ready to Work certificates	
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 <u>60%</u>						
<u>Reading Goal #2:</u>							

Reading Professional Development

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading progress in intensive reading & English classes	9-12	Ms. French	Ms. French, Mr. Aaron, Ms. Zeegers (ESE), Ms. Turner, Dr. Phipps, Dr. Zeuli	Bi-monthly	Report NCE reading gains and review of student progress by class	Dr. Zeuli
Career/technical teachers enroll in ESOL courses	9-12	Instructor to be name	Mr. W. Turner, Mr. Bray, Mr. K. Turner	12/14/2012 18-hour training completion (dependent on availability of course)	Observation of classroom instruction	Dr. Phipps
Reading in the content areas	9-12	College Instructor to be named	Mr. Aaron	Weekly for 18 weeks	Documentation of progress in reading class	Dr. Zeuli

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
Library books & other reading materials	High interest reading materials for library and student check-out	School budget	\$1,000

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GED Reading texts aligned with new standards for 2014	District approved reading materials, including for adult education	Instructional Materials	\$2,000
Subtotal: \$3,000			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Focus on needed areas of improvement, such as reading comprehension, inference, and vocabulary	New Century Education Reading	Title I	\$4,000
Florida Ready to Work software in reading	Students will work on reading improvement using Florida Ready to Work reading software so that they may earn a state-recognized work certificate.	Software is free of charge	0
Subtotal: \$4,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Enroll teachers in reading courses	State and district reading classes	Professional Development Budget	\$900
Subtotal: \$900			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total: \$7,900			

End of Reading Goals

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Mathematics Goals

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

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Guiding Questions to Inform the Problem-Solving Process

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

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

MATHEMATICS GOALS	Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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:							

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<p>1. Percentage of students making learning gains in mathematics.</p> <p><u>Mathematics Goal #1:</u></p>	<p>1. Students often are behind their peers in mathematics upon entry to the academy, we nonetheless expect and work toward improvement on the GED mathematics exam for GED and Exit Option students.</p>	<p>1.1. Focused study on GED mathematics content for those required to take it for the Exit Option and GED diploma.</p>	<p>1.1. Lead Math Teacher</p>	<p>1.1. Monthly reports at Formal Educational Treatment team meetings detailing student progress in mathematics.</p>	<p>1.1. The WIN assessment in mathematics will be used to identify gains in reading through pre and post tests. Also, New Century Education gains reports in mathematics may be used to identify progress.</p>		
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<p>Students will be expected to make gains in mathematics during their residence at Avon Park Youth Academy which typically last 9 months. We hope to help students make gains so that they are either on or near grade level for reading.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>78% (138) of students made a learning gain based on performance on New Century mathematics pre-test and post-test (gains) comparisons. This met the goal of last year's SIP for math. Average gain was 1.2 grade levels.</p>	<p>83% (147) of students will make a learning gain based on performance on a common assesement mathematics pre-test and post-test (gains) comparisons</p>					

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		1.2 Students are typically unfamiliar with the kind of math problems they encounter on the Florida Ready to Work math exam and need help with tackling real world math problems.	1.2. Include real world math problems in career/vocational classes which are available on the district website.	1.2 Asst Prin; Lead Math teacher	1.2. Evaluation of vocational teachers' lesson plans to include mathematics.	1.2.Career/Vocational math testing (e.g., craftmath).	

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 <u>65%</u>						
<u>Mathematics Goal #2:</u>							

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Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra.	1.1 The students who are eligible and required to take the EOC Algebra I exam typically have been out of school and not familiar with some of the rigorous content on the exam. We expect that we may have 5-10 students required to take the exam each year.	1.1 The mathematics teacher will focus lessons on Algebra I topics on which students may not be familiar. 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 EOC Algebra I exam.	1.1 Lead Teacher, Principal	1.1 Evaluation of students EOC Algebra I exam results.	1.1 Algebra I EOC exam.		

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<u>Algebra Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
70 % of Achievement Level 3 students taking the Algebra EOC will pass. Students must pass the Algebra EOC in order to earn a credit in Algebra.							
	<i>Not applicable since no students took the Algebra EOC at APYA in 2011-2012. Most students seek a GED or Exit Option diploma at APYA. Roughly 10% of students seek a standard diploma.</i>	<i>70% (5) of students taking the Algebra EOC will pass</i>					
		1.2. Students typically are not motivated to pass the Algebra I EOC since their diploma option does not require passing them. Nonetheless, students need assistance on selected math topics in order to pass the the Algebra test.	1.2. Students who need assistance in math will participate in a math tutoring program.	1.2.Principal	1.2. Evaluation of students' progress on the Algebra I EOC, if eligible to take the exam.	1.2. Algebra I EOC exam .	

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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						
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1. APYA does not have a certified teacher for Algebra II	2.1. Provide students access to Algebra II via Virtual School in order to continue to improve their mathematical knowledge and skills.	2.1 Vice-Principal	2.1. Evaluation of number of students eligible to take the Algebra II virtual school course and the number enrolled	2.1. Algebra II course completers with a passing grade.		

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<u>Algebra Goal #2:</u> Students who have achieved Levels 4 and 5 in Algebra will have access to upper level Algebra courses via Virtual School classes if they have completed Algebra I prior to arriving at APYA and have not taken the Algebra I EOC exam. 100% of these students will pass the Algebra I EOC and will have access to Algebra II via Virtual School	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:*</u>					
	No data at this time.	100 % of Achievement Level 4 & 5 students will have passed the Algebra I EOC.					
		2.2.	2.2.	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	
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						

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Algebra Goal #3:							
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End of Algebra EOC Goals

Geometry End-of-Course Goals

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

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

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1. Students scoring at Achievement Level 3 in Geometry.	1.1. We do not currently have a certified Geometry teacher	1.1. Provide the teacher with the opportunity to receive professional development in order to prepare the teacher for the certification exam.	1.1. Principal	1.1. Teacher enrollment in professional development in preparation for math 6-12 exam.	1.1. Test scores		
<u>Geometry Goal #1:</u> <i>We currently do not have any students enrolled in this course, and we do not anticipate enrolling students in the courses until our teacher becomes certified in math 6-12. We may in exceptional cases enroll a student in geometry via virtual school. We need to certify a teacher in math 6-12 and enroll students in need geometry in the course. If students are enrolled in Geometry via Virtual School 50% of these students will pass the EOC</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	No data at this time	We anticipate that 50 percent (1) of students who enrolls in Geometry will pass the EOC exam.					

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		1.2	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1. N/A	2.1.N/A	2.1.N/A	2.1. N/A	2.1 N/A.		
<u>Geometry Goal #2:</u> Provide accelerated learning in geometry for those students achieving at levels 4 & 5 in geometry. We do not have any students in this category	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>No Data</i>	<i>No data</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Geometry Goal #3:</u>							

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
Integrating small group and individualized computer-based mathematics instruction.	9-12	Ms. French	Academic Teachers of Mathematics	12/14/12; Early release for teacher planning; monthly meetings	Review teacher reports of student progress in mathematics each term (9 weeks).	Principal

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District and state standards in mathematics	9-12	Ms. French	Academic Teachers of Mathematics	Monthly meetings	Classroom observations	Principal
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End of Geometry EOC Goals

Mathematics Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase high interest math materials	Scholastic math	General Education budget	\$200
Purchase new Algebra I EOC materials to assist students to learn difficult content and prepare them for the EOC Algebra I exam.	State/district approved materials	Instructional materials	\$1,000
Subtotal:\$1200			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Focus on each student's weakness in mathematics and provide opportunities for them to improve their math knowledge and skills.	New Century Education Mathematics	Title I	\$4000
Subtotal:\$4,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
District in-services/courses for teacher(s) to improve their understanding of and ability to teach higher level math courses.	Fund teachers' participation	Professional Development	\$400
Subtotal:\$400			
Other			

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Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:\$5,600			

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. Students scoring at Achievement Level 3 in Biology.	1. Most students arrive at APYA with few science credits. Many have been out of school for extended periods. They are not accustomed to the rigorous study that the Biology EOC exam requires.	1.1. Assure that teachers are following all state and district guidelines for Biology and are given the needed preparation to pass the EOC exam.	1.1. Principal, Science Teacher	1.1. Assuring all Biology EOC testers have needed study materials and instruction needed to pass the exam.	1.1. Biology EOC exam		
Biology Goal #1: 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 3 students will take the exam (perhaps 1-5 students)	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	No Data Available	70 percent (5) of students will pass the Biology EOC exam					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.	2.1. Students in a DJJ program are often distracted from meeting their goals in education due to the fact that they are here not by choice but by court order. This can happen particularly to otherwise high achieving science students. These students need the proper attention and learning environment which will enable them to meet high standards.	2.1. These students will have access to Virtual School Biology courses, if available, so that they can be in smaller classes with an instructor focused on them learning important Biology concepts and scientific thinking skills. Since we anticipate a very small number of students in this program we believe that we can accommodate them on Virtual School.	2.1.Vice Principal	2.1.Access to Virtual School and all course materials	2.1.Biology EOC exam		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Biology Goal #2: 100 % 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 4 and 5 students will take the exam (perhaps 1-2 students, if any)	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	No Data Available	100% (1) of students will pass the Biology EOC exam.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
District professional dvlp on Biology curriculum/standards/EOC	9-12/Biology	District Prof Dvlp Coordinator	Science Teacher	December 14, 2012/ early release/schedule may vary	Classroom observations	Principal//Vice Principal

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Biology textbooks and materials	State/district approved texts and other curriculum materials	Instructional materials	\$500
Subtotal:\$500			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Biology software	Software that can enhance students' understanding of Biology concepts in preparation for the EOC exam	General Education Budget	\$250
Subtotal:\$250			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
District/State Meetings on Biology Curriculum and Biology EOC	District Professional Development Meetings	Professional Development	\$500
Subtotal:\$500			
Other			
Strategy	Description of Resources	Funding Source	Amount
Improve student understanding of science concepts	Scholastic magazine, Science World	Instructional Materials	\$150
Subtotal:\$150			
Total:\$1400			

End of Science Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Civics.	1.1. Students are overage for middle school and typically have not been attending school regularly. 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 the exam.	1.1. Social Studies teacher	1.1. Successful completion of the Civics course	1.1. Civics EOC		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<u>Civics Goal #1:</u> APYA does not often enroll middle school students since the program is designed for students 16-18 year olds. In the event that the school enrolls an Achievement level 3 middle school student, he will be required to take the Civics course and exam. Our goal is that 100% of students who take the exam pass it.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	No data available	100 % of students who are required to take the Civics EOC will pass					
		2. Since we have not taught the course, 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. Principal	1.2. Availability of textbooks prior to any student enrollment in the course.	1.2. Inventory of available Civics texts.	
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.	3. Since we have not taught the course, 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. Principal	1.2. Availability of textbooks prior to any student enrollment in the course.	1.2. Inventory of available Civics texts.		
Civics Goal #2: APYA does not often enroll middle school students since the program is designed for students 16-18 year olds. In the event that the school enrolls an Achievement level 4 or 5 middle school student, he will be required to take the Civics course and exam. Our goal is that 100% of students who take the exam pass it.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	No data available	100 % of students who are required to take the Civics EOC will pass					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Information on-line about the Civics EOC; http://fcatt.fldoe.org/eoc/pdf/FL12SpISCivicsWTr2g.pdf	Middle School Civics	Principal	Social Studies Teacher	September 28, 2012	Professional Meetings	Principal
District professional dvlp on Civics curriculum/standards/ EOC	Middle school Civics	District Prof Dvlp Coordinator	Social Studies Teacher	October 26, 2012	Classroom observations	Principal//Vice Principal

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)			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Strategy	Description of Resources	Funding Source	Amount
Make available Civics textbooks if middle school students are enrolled at APYA	District may have Civics text available for purchase	Instructional materials	\$500
Subtotal:\$500			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide social studies teacher with district professional development on Civics EOC	District in-services/professional development	Professional Development	\$300
Subtotal:\$300			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:\$800			
Total:\$800			

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						

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	4. Most students arrive at APYA having been out of school for extended periods. They are not accustomed to the rigorous study that the U.S. History EOC exam requires.	1.1. Assure that teachers are following all state and district guidelines for U.S. History course and are given the needed preparation to pass the EOC exam.	1.1. Principal, 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		
U.S. History Goal #1: 70 % of Achievement Level 3 students taking the U.S. History EOC.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	No data available	70% (5)					
		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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1. 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. Principal, 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.		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

U.S. History Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
100% of Achievement Levels 4 & 5 students taking the U.S. History EOC. We anticipate having only 1 or 2 students in this category, if that many.							
	No data available	100 % (1) of Achievement 4 & 5 students will pass the U.S. History EOC exam					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or						

2012-2013 School Improvement Plan Juvenile Justice Education Programs

PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
U.S. History course standards and EOC exam	9-12	District Personnel	Social Studies Teacher	December 14 th	Meeting with Principal, Vice Principal to determine course of actions to prepare students for exam	Principal

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional Development for the Social Studies teacher about course standards and the EOC exam.	District professional development classes	Professional Development	\$250
Subtotal:\$250			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$250			

End of U.S. History Goals

May 2012

Rule 6A-1.099811

Revised May 25, 2012

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Career Education Goals

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

Guiding Questions to Inform the Problem-Solving Process
<ul style="list-style-type: none"> • 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		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. Career Education Goal	1.1. Students sometimes have difficulty remaining in career courses long enough to earn a certification due to their lack of employment skills. This accounts for about 10-20% of our population.	1.1. Use employment counselors to meet with students who are having difficulties in their classes and to provide students with employment training.	1.1. Guidance	1.1. Evaluating student completion of career courses.	1.1. Percentage of students who earn industry certifications.		
Avon Park Youth Academy is a type 3 career program with technical training in building construction technology, electrical, plumbing, culinary arts, carpentry, flooring, automotive, painting, and digital publishing.	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
	90% (155) of students earned industry certifications in 2012	95% (168) of students will earn industry certifications in 2013					

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 value of obtaining a Florida Ready to Work Certificate.	1.3. Explain to students that employers recognize the certificate and offer them the opportunity to test for a Bronze, Silver, or Gold certificate.	1.3. Asst Principal	1.3. Evaluate the number of Florida Ready to Work certificates earned by category (Gold, Silver, Bronze)	1.3. Ready to Work certifications.	

Career Education Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
Proper Use of and Safety Standards related to Building Construction Technologies and Equipment	9-12 Building Construction Technology	Industry Representative	Mr. Williams 9-12, Building Construction Teacher	January 31 st 2 day workshop on or off site to be determined	Review by Industry Representative	Principal
Seminar on WIN curriculum which can improve students' opportunities to earn a Florida Ready to Work certificate.	9-12	Dr. Zeuli	Academic/career technical instructors	December 28, 2012	Monitor use of WIN software in classrooms	Principal/Vice Principal

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Procure building construction grant for students	Ongoing building construction vocational technical program that can make use of any new technologies or equipment	Perkins Grant	\$35,000
Subtotal:\$35,000			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Make use of the computer software procured to teach students safety & operation skills for heavy equipment.	John Deere software program on safety skills when operating heavy machinery	Perkins Grant	Already funded \$0
Subtotal:			
Professional Development			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Strategy	Description of Resources	Funding Source	Available Amount
Provide career technical teachers with skills needed to successfully teach all students in building construction classes.	Local businesses who provide professional development to career technical instructors	Perkins grant	\$1,500
Subtotal:\$1500			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:\$36.500			

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

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

TRANSITION GOAL(S)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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. Mr. Williams, Guidance Counselor; Ms. Wakeland, Employment Specialist	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

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.	2011 Current Level :*	2012 Expected Level :*					
	100% (177) of students completing the program have a transition plan identifying education and employment procedures and goals.	100% (177) of students completing the program will have a transition plan identifying education and employment procedures and goals.					

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		1.2. Students do not have birth certificate or have take the ADAPT courses for their Driver's Permit in order to facilitate their transition back to their community.	1.2. Enroll students in the ADAPT course and obtain original birth certificates for those students who either the course or do not have birth certificates.	1.2.Ms. Wakeland	1.2.Monitor the number of students who either take the ADAPT course or receive the birth certificate	1.2. Employment specialist report documenting the number of students who take the ADAPT courses and/or obtain an original birth certificate.	
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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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Transition Documentation & Proper Notification to Receiving School Districts	9-12	Dr. Zeuli	Mr. Williams, Guidance	10/30/12 –Guidance Counselor meeting	Review of Transition Plans for 2012-2013 students	Dr. Zeuli
Obtaining Birth Certificates and completing ADAPT	9-12	Dr. Zeuli	Ms. Wakeland	9/28/12 Bimonthly meetings	Review of Documentation of students reviewing documents	Dr. Zeuli

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize internet website to access ADAPT exam.	Laptop & Desktop computers with internet access and Insight software	General budget	0 (Resources already purchased in 2011)
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Guidance Counselor attends district meetings	District meeting lead by District Guidance Personnel	Professional Development	\$200
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount

2012-2013 School Improvement Plan Juvenile Justice Education Programs

ACT student registrations so students can transition into college once they leave APYA	The guidance counselor will register students for ACT	General Budget	\$400
Purchase birth certificates for students who do not have an original certificate and fund ADAPT courses for students seeking drivers permit	Career Specialist will manage purchase of documentation	General Budget	\$1,000
Grand Total:\$1,600			

End of Transition Goal(s)

Attendance Goal(s) (For Day Treatment Programs Only) APYA is a Residential Program

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

Guiding Questions to Inform the Problem-Solving Process							
<ul style="list-style-type: none"> ■ 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						
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.		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Not applicable. APYA is a residential program	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	<u>Enter numerical data for current attendance rate in this box.</u>	<u>Enter numerical data for expected attendance rate in this box.</u>					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	<u>Enter numerical data for current number of absences in this box</u>	<u>Enter numerical data for expected number of absences in this box.</u>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<u>Enter numerical data for current number of students tardy in this box.</u>	<u>Enter numerical data for expected number of students tardy in this box.</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community						
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

Attendance Budget (Insert rows as needed)

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Grand Total:			

End of Attendance Goals

Final Budget (Insert rows as needed)

Please provide the total budget from each section.			
Reading Budget			
			Total: \$7,900
Mathematics Budget			
			Total:\$5,600
Science Budget			
			Total:\$1,400
Civics Budget			
			Total: \$800
U.S. History Budget			
			Total: \$250
Career Budget			
			Total:\$36500
Transition Budget			
			Total:\$1,600
Attendance Budget			
			Total:N/A
			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.

X Yes

No

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

Describe projected use of SAC funds.	Amount
Due to the residential nature of our program, Avon Park Youth Academy operational budget provides any funds needed for the School Advisory Committee activities.	

Describe the activities of the School Advisory Council for the upcoming year.
The SAC will review the school improvement plan, monitor its implementation, and also review the 2012-2013 budget along with reviewing educational progress and policy changes over the school year.