

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) for Juvenile Justice Education Programs

2012–2013

2012-2013 School Improvement Plan Juvenile Justice Education Programs

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Alachua Regional Juvenile Detention Center (N. FL JDC)	District Name: Alachua
Principal: Madelyn Vallery	Superintendent: Dr. Dan Boyd
SAC Chair: Rev. Karl Smith	Date of School Board Approval:

Student Achievement Data:

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Principal	Madelyn Vallery	Professional Certification BA Fisk University, Nashville, Tenn M.Ed. Antioch University, Yellow Springs, Ohio	2	12	No prior common assessment data 70% of students who took FCAT showed gains of 20% or more
Lead Educator	NA				

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Instructional Coaches

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

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

Effective and Highly Effective Teachers

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Teacher	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Learning Strategies	Sabrina Peoples	Reading Endorsement ESE K-12 Secondary English	2	8	40% (24) showed gains on FCAT
Math	Roney Jones	Professional Certification Math 6-12	2	4	50% (24) showed gains on FCAT
Social Studies	Denise McGinnis	Professional Certification Social Studies 6-12	2	11	30% (24) showed gains on FCAT

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		ESE K-12			
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Effective and Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Advertizing via Florida Works	Program Director	As needed	
2. SBAC Dept. of Personnel Website	Principal	As needed	
3. Local University Job Fairs	Principal	As scheduled	
4. Mass Media	Principal	As needed	

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
Noney	

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Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
3	0	33.3%	66.23%	0	100%	100%	66.23%	0	0

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
NA			

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****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.

Students begin each day in Intensive Reading. All teachers are responsible for improving the content whether whole group or individual assignments.

Workshops, staff development, Infinite Campus “My Learning Plan” provide reading strategies available to all teachers.

****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?

Due to the nature of the program and students’ needs, teachers offer guidance and direction to help students actually see the possibilities of a future. Many students have difficulty seeing beyond the present day.

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?

Career “Choices” offers insight and reality strategies to guide students in the correlation between subject matter and job prep.

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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.

Helping as many students as possible gain HS credit and /or enroll in GED prep to pass the GED exam. This will make them more marketable upon release.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Guiding Questions to Inform the Problem-Solving Process

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

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

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READING GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Percentage of students making learning gains-in reading.			1.1. Rapid Transition	1.1.1.Abbreviated goal oriented lesson plans directly correlated to needs assessment data	1.1. 1Reading endorsed teacher in conjunction with all teachers	1Standardized formal. Informal testing	1.1.FAIR testing, PMRN, FCAT
Reading Goal #1:							
Enter narrative for the goal in this box. Increase at least 20% gain per student	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
	0	20%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
	<u>Reading Goal #2:</u> <i>Enter narrative for the goal in this box.</i> TBD						

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Reading Professional Development

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

Reading Budget (Insert rows as needed)NA

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy0	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

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			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total: \$000			

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
1. Percentage of students making learning gains in mathematics.			1.1.	1.1. To offer the students a condensed curriculum in an effort to expose them to as much of the content as possible within the 21-day timeframe.	1.1.Math teacher	1.1. A learning gain on the entrance/exit test will measure the effectiveness of the student goal.	1.1. Weekly pre and post-Math test.
Mathematics Goal #1:							
<i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	<i>Enter numerical data for current level of performance in this box.100%</i>	<i>Enter numerical data for expected level of performance in this box.100%</i>					
Students enter and withdrawal from the Detention Center on a daily basis. Many students do not attend school regularly. Due to these factors, it is unreasonable to use FCAT scores for school improvement plans. We will be using the teacher designed weekly test to evaluate student achievement, requiring 4 days minimum enrollment. In school year 2012 – 2013, 100% of all students pre- and post-tested will demonstrate a learning gain on their entrance/exit							
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
May 2012th Rule 6A-1.09841 Revised May 25, 2012							

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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						
Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i> N/A - Students enter and withdrawal from the Detention Center on a daily basis. Many students do not attend school regularly. Due to these factors, it is unreasonable to use FCAT scores for school improvement plans. We will be using the teacher designed weekly test to evaluate student achievement, requiring 4 days minimum enrollment. In school year 2012 – 2013, 100% of all students pre- and post-tested will demonstrate a learning gain on their entrance/exit math comprehension test.							

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. Students are only enrolled in our school program for a 21-day maximum.	1.1. To offer the students a condensed curriculum in an effort to expose them to as much of the content as possible within the 21-day timeframe.	1.1.Math teacher	1.1. To offer the students a condensed curriculum in an effort to expose them to as much of the content as possible within the 21-day timeframe.	1.1. Weekly pre and post-Algebra test.
Algebra Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box. 100%	Enter numerical data for expected level of performance in this box 100%.					
Students enter and withdrawal from the Detention Center on a daily basis. Many students do not attend school regularly. Due to these factors, it is unreasonable to use Algebra EOC scores for school improvement plans. We will be using the teacher designed weekly test to evaluate student achievement, requiring 4 days minimum enrollment. In school year 2012 – 2013, 100% of all students pre- and post-tested will demonstrate a learning gain on their entrance/exit math comprehension test.			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 Algebra.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2:	2012 Current Level of	2013 Expected Level of Performance:*					

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End of Algebra EOC Goals

Geometry End-of-Course Goals

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Students are only enrolled in our school program for a 21-day maximum.	1.1. To offer the student 1.2. s a condensed curriculum in an effort to expose them to as much of the content as possible within the 21-day timeframe.	1.1. Math Teacher	1.1. A learning gain on the entrance/exit test will measure the effectiveness of the student goal.	1.1. Pre and post-Geometry test.
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
Students enter and withdrawal from the Detention Center on a daily basis. Many students do not attend school regularly. Due to these factors, it is unreasonable to use Geometry EOC scores for school improvement plans. We will be using the teacher designed weekly test to evaluate student achievement, requiring 4 days minimum enrollment. In school year 2012 – 2013, 100% of all students pre- and post-tested will demonstrate a learning gain on their entrance/exit math comprehension test.	100%	100%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box. N/A -	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
Students enter and withdrawal from the Detention Center on a daily basis. Many students do not attend school regularly. Due to these factors, it is unreasonable to use Geometry scores for school improvement plans. We will be using the teacher designed weekly test to evaluate student achievement, requiring 4 days							
May 2012 Rule 6A-1.099811 Revised May 25, 2012			2.2.	2.2.	2.2.	2.2.	15
			2.3	2.3	2.3	2.3	

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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

End of Geometry EOC Goals

Mathematics Budget NA

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			

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

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

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

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Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology Goal #1: Enter narrative for the goal in this box. NA – No Science Teacher	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			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.	2.1.	2.1.	2.1.	2.1.
Biology Goal #2: Enter narrative for the goal in this box. NA	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

Science Professional Development

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

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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						

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)

StrategyNA	Description of Resources	Funding Source	Amount
Subtotal:			

Technology

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Professional Development

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Other

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1. To offer the students a condensed curriculum in an effort to expose them to as much of the content as possible within the 21-day timeframe.	1.1. Social Studies Teacher	1.1. To offer the students a condensed curriculum in an effort to expose them to as much of the content as possible within the 21-day timeframe.	1.1. Pre and post-Civics test.
Civics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
Students enter and withdraw from the Detention Center on a daily basis and many students do not attend school regularly. Due to these factors we will be using an informal Civics test to evaluate student achievement, requiring a 21-day minimum enrollment. In school year 2012 -2013, 70% of all students pre- and post-tested will demonstrate a learning gain on their entrance/exit Civics comprehension test.	0	100%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1. To offer the students a condensed curriculum in an effort to expose them to as much of the content as possible within the 21-day timeframe.	2.1. Social Studies Teacher	2.1. A learning gain on the entrance/exit test will measure the effectiveness of the student goal.	2.1. Pre and post-Civics test.
Civics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
Students enter and withdraw from the Detention Center on a daily basis and many students do not attend school regularly. Due to these factors we will be using an informal Civics test to evaluate student achievement, requiring a 21-day minimum enrollment. In school year 2012 -2013, 70% of all students pre- and post-tested will demonstrate a learning gain on their entrance/exit Civics comprehension test.	0	100%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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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
My Learning Plan-SBAC						

Civics Budget (Insert rows as needed)NA

Include only school-based funded activities/materials and exclude district funded activities /materials.

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

End of Civics Goals

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1. Students are only enrolled in our school program for a 21-day maximum.	1.1. To offer the students a condensed curriculum in an effort to expose them to as much of the content as possible within the 21-day timeframe.	1.1.History Teacher	1.1. A learning gain on the entrance/exit test will measure the effectiveness of the student goal	1.1. Pre and post-U.S. History test.
U.S. History Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
Students enter and withdraw from the Detention Center on a daily basis and many students do not attend school regularly. Due to these factors we will be using an informal U.S. History test to evaluate student achievement, requiring a 21-day minimum enrollment. In school year 2012 -2013, 70% of all students pre- and post-tested will demonstrate a learning gain on their entrance/exit U.S. History comprehension test.	70%						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1. Students are only enrolled in our school program for a 21-day maximum.	2.1. To offer the students a condensed curriculum in an effort to expose them to as much of the content as possible within the 21-day	2.1. History Teacher	2.1. A learning gain on the entrance/exit test will measure	2.1. Pre and post-U.S. History test.
Civics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
Students enter and							

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U.S. History Professional Development NA

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
My Learning Plan/SBAC						

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

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

End of U.S. History Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Career Education Goals

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

Guiding Questions to Inform the Problem-Solving Process

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

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

CAREER EDUCATION GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Career Education Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Vocational Instructor Needed <i>Enter narrative for the goal in this box.</i> Teachers do the very best they can with limited resources: Online programs, "Choices", Speakers Bureau	2012 Current Level :*	2013 Expected Level :*					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Career Education Professional Development

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

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)			
Strategy0	Description of Resources	Funding Source	Available Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total: \$000

End of Career Education Goal(s)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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				
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			1.1.	1.1. More collaboration on an as needed basis	1.1.Data base Manager	1.1. More efficient accessibility to student information	1.1. Up to date record keeping
Enter narrative for the goal in this box. To eliminate communication barriers between other schools in reference to receiving and sending student information expeditiously Enter narrative for the goal in this box.	2012 Current Level :*	2013 Expected Level :*	Lack of accessibility to Infinite Campus throughout the state				
	Enter numerical data for current goal in this box.	Enter numerical data for expected goal in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Transition Professional Development

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Available Amount

Grand Total:

End of Transition Goal(s)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

Guiding Questions to Inform the Problem-Solving Process

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

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

ATTENDANCE GOAL(S)			Problem-solving Process to Increase Attendance				
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.
<i>Enter narrative for the goal in this box.</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	<i>Enter numerical data for current number of absences in this box.</i>	<i>Enter numerical data for expected number of absences in this box.</i>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total:

End of Attendance Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget 0	
	Total:
Mathematics Budget 0	
	Total:
Science Budget 0	
	Total:
Civics Budget 0	
	Total:
U.S. History Budget 0	
	Total:
Career Budget 0	
	Total:
Transition Budget 0	
	Total:
Attendance Budget NA	
	Total:
	Grand Total:

2012-2013 School Improvement Plan Juvenile Justice Education Programs

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☐ Yes

☐ No

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

Describe projected use of SAC funds.	Amount
Fundraising plan are ion the process of being organized	

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

- More parent Involvement activities
- More activities from “Speakers Bureau”
- Presentation of initial Teen Forum
- Massive initial garage sale in the spring