

**2005-2006**  
**SCHOOL IMPROVEMENT PLAN**  
**Middle/Senior High School**

**School Name:** Youth Development Programs/Juvenile Justice Schools  
**School Number:** #41, #43, #44, #49, #176

**Date of Public Hearing:** \_\_\_\_\_

**Signatures of Approval**

**Principal:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**SAC Chair:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Regional  
Superintendent:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**2005-2006**  
**SCHOOL IMPROVEMENT PLAN**

School Name: Youth Development Programs/Juvenile Justice Schools  
School Number: #41, #43, #44, #49, #176  
2005 School Performance Grade:

DOE Requirements: (Optional for Other Schools)

To ensure maximum effectiveness of school improvement process, best practice is to complete *all* sections of the plan. Noted are sections required of different schools in order to comply with state and federal law.

\*F Schools, Repeating F Schools, and Schools in Need of Improvement (SINIs)

**Vision/Mission:**

**The Youth Development Programs strive to provide our students an opportunity for a better future through the highest quality education possible, provided by well qualified and caring teachers, enhancing the educational and vocational opportunities for our students and assisting them to develop into responsible and productive citizens upon their return to society.**

**\*School Profile Demographics:**

The Youth Development Programs/Juvenile Justice Schools are comprised of five schools sites located within Duval County which house residential Juvenile Justice and Sheriffs Office students.

Students stay an average of two or three months within the facilities. Some stay mere days, and some may stay up to a year. The majority stay in the programs approximately six months. Four schools are house within the Dept. of Juvenile Justice facilities (three residential programs and one Detention Center) which house students 13 to 18 years old, and one within the Sheriff Office facility which has juvenile students who have been adjudicated as adults by the court, and attend school within the facility.

The programs' enrollment is between 275/310 daily, with a daily enrollment/withdrawal count of 20/30 students. We serve over 3,500 students per year. The schools operate 250 days.

**Student Achievement Data**

Links to Florida School Grade Data, Adequate Yearly Progress Data, FCAT Data  
2004-2005 Disaggregated Data

## **School Accountability Report**

The Youth Development Programs/Juvenile Justice Schools receive no AYP Report because there are no sufficient test scores to receive valid state accountability. It does not meet the minimum student enrollment of 30, and/or the minimum number requirements of minority groups within one school number. There is a highly mobile population within FTE periods that presents technical limitations for AYP. In turn, the Juvenile Justice schools receive a Quality Assurance Inspections Report yearly which focuses on and rates appropriate aspects of school performance in education and services which categorize the programs' effectiveness in meeting the state's Juvenile Justice Education Enhancement Program (JJEPP) expected performance standards.

### **Highly Qualified Certified Administrators/High Performance Management**

The programs are directly under Gloria R, Lockley, General Director of the Student Services Department, and serviced under Region III. We have one Assistant Principal, Ana T. Arnaiz, who has been with the program for 9 years, certified in Administration and Supervision K-12, Elementary Education, Spanish, ESE and ESOL endorsement. In addition, we have two resource teachers that serve all the sites: Sandra Blalock, Assessment/PDF/Testing Resource Teacher certified in Language Arts, Reading, and ESOL endorsement; and Dubel Agosto, Standards-Reading Coach/ESE Resource Teacher certified in Psychology, ESE and ESOL endorsement. There are also three office clerks who perform all the CRT functions for the different facilities.

The programs have 18 teachers and three classroom assistants within the five sites. Every site has a teacher that is the contact person or Lead Teacher, who, in addition is the liaison with the site program.

All the teachers are fully certified in one or more subject areas, except that because all the classrooms are self contained, the teachers have to teach all the subjects in the curriculum. This presents a problem with the Highly Qualified mandate since this would mean that all teachers would have to be certified in approximately 20 subjects. Nevertheless, every site has at least one ESE full time teacher, and one basic/regular teacher.

All programs operate like a "Little Red School House" where the students, from 6 to 12 grades, are together all day with the same teacher/s who teach all subjects. All students earn credit for promotion or graduation.

### **\*High Quality, Highly Qualified Teachers**

The Youth Development Program seeks to draw highly qualified teachers through the district's recruitment fair and recommendations from human resources. In addition, since our faculty and counterparts in the Department of Juvenile Justice recognize that we strive to provide a first class standards-based working environment we attract applicants from word of mouth and through the Criminal Justice Department and Education Department at the University of North Florida.

## **ADDITIONAL REQUIREMENTS**

### **\*Teacher Mentoring**

There is very little faculty mobility rate within the programs. Of the 18 current teachers, only one is new this year, Brandi Gil at #41. Mrs. Gil comes fully certified with masters in ESE, and non-traditional teaching experience. She is paired with Alicia Lloyd, a veteran teacher in the program, who is certified in Elementary Education, Middle Grades English, Science and Social Studies, and has performed as Professional Development Coordinator in previous assignments. Mrs. Gil will also be mentored by Sandra Blalock, Professional Development Coordinator, and Dubel Agosto, ESE liaison and Reading/Standards Coach who will mentor her in the Reading and ESE programs and procedures. She is attending all the TIP workshops and professional development opportunities offered at the Schultz Center and through the Dept. of Juvenile Justice. Besides working in pair with Mrs. Lloyd, Mrs. Gil is visited weekly by Mrs. Blalock or Mrs. Agosto. It is the expectation that she will receive satisfactory evaluation at the end of the mentoring period.

All faculty is evaluated using the Teacher Assessment System and the Classroom Observation Instrument several times a year. Nevertheless, all teachers are paired by strengths and potentials. When any of the teachers is considered, or feels, lacking in a certain area, we contact the region's cadre for Professional Development and mentoring, TDE days are scheduled to observe model classroom and/or professional development workshops are recommended.

In addition, this year, as one of our goals, we are scheduling Intensive Reading workshops in the early release professional development days. All the teachers in the program teach Reading as it has always been one of the required courses in the Juvenile Justice curriculum.

All the teachers are being encouraged to take the Reading Endorsement courses, and 50% of the teachers took, and passed, the Middle Grades Integrated Curriculum Test during the '05 summer. Our goal is to have 100% of the current teachers obtain their Middle Grades Integrated Curriculum certification and their Reading Endorsement within the next two years.

### ***Advisory Council Activities***

The sites have an Advisory Council comprised of the Assistant Principal or a representative, a representative of the site staff, a teacher, and community advocates. These represent the neighborhood residents, businesses, local parents, community leaders and churches. Parents of the students are invited and encouraged to attend the Advisory Council's meetings, even though most of the time their children are only in the facility for a very short period of time and a large percentage of parents are from out of town and unable to make the trip.

The Council is required to operate under the Sunshine Law, which means that the date, time and place of all meetings must be publicized. Each Advisory Council meets once a month, facilities and schools issues are discussed, as well as topics concerning education and the well being of the students/residents.

The Advisory Council also takes the lead in providing outside speakers for the facility and community awareness and good will.

**\*School-Wide Improvement Model**

Our school improvement model is a standards-based school improvement model developed from NCEE's research and the NCEE America's Choice Model adopted by Duval County Schools. The Leadership Team (Mrs. Arnaiz, Mrs. Blalock and Mrs. Agosto), along with the faculty and representation from the Advisory Council, are responsible for implementing the School Improvement Plan based on the NCEE model for which Duval County has developed a Standards Based Implementation Rubric.

After discussing the program's needs, and assess the students' progress, **three main elements** were chosen as the focus of our program wide improvement model:

1. Since our standards of measurements are the Quality Assurance Reviews scores, the committee decided that there was a need, for the 2005-2006 school year, is to improve the overall Juvenile Justice Education Enhancement Program Quality Assurance scores by .5 net points.

2. The second element that the committee identified as a need was to improve the post Reading scores of all students staying over ninety days by 10% over their pre-test scores.

3. The third no less important need is to have a 100% faculty of Highly Qualified teachers within the programs.

**\*Communications With Parents (Regarding Choice Options)**

N/A

**Letters to Parents** \_\_\_\_\_

**Extended Learning Opportunities/Safety Nets**

# GOALS

## Goal 1: Academic Performance (Reading)

### District Long-Range Target(s) for All Students in All Curriculum Groups:

- All 6<sup>th</sup>- 10th grade students tested will score at level 3 or above on the FCAT Reading Standards component (SSS).
- All 6<sup>th</sup> – 10th grade students tested will show at least one year’s growth over the previous year on the FCAT Reading Standards component (SSS).
- All students will meet the 25-book reading standard.

### School Goal Statement:

1. All students present at the time of the FCAT administration will score at a level 3 or above on the FCAT Reading Standards component.
2. All students present for more than one administration of the district’s Benchmark Assessment will show gains in the Reading area.
3. All students attending 90+ days will show at least a 10% improvement from their Reading pre-test.
4. All students will strive toward the 25 books reading goal.

### Needs Assessment:

90% of the students who come to these programs are two or more years behind grade level. Most of them have a history of truancy and self defeating behavior which has contributed to their unsuccessful school experiences. 40% read at or below 3<sup>rd</sup> or 4<sup>th</sup> grade level and have no stamina to be able to undertake long reading passages and demonstrate comprehension.

### 1. Objective:

All students enrolled at the time of the FCAT administration will score at a level 3 or above on the FCAT Reading Standards component.

All students enrolled for more than one administration of the district’s Benchmark Assessment will show gains in the Reading area.

Strategies (including timeline)	Lead Person/Team	Resources Needed
1. All students will have an individualized AIP with Reading objectives within 10 days of enrollment	Classroom teacher	IEP format
2. Students will be enrolled in the Intensive Reading course upon entering into the program	Assistant Principal	SIMS
3. Students three or more grades levels below their grade level will be referred to the Title I Reading program within 15 days of enrollment	Lead teachers	Title I Reading teacher
4. All students will participate in an additional daily reading activity upon enrollment	Classroom teacher	Classroom library
5. Teachers will incorporate FCAT Reading	Classroom teachers	FCAT practice materials

<p>strategies into all students' daily Reading activities.</p> <p>6. Additional Reading remediation will be provided through computer assisted curriculum,</p>	<p>Classroom teacher</p>	<p>Reading Horizons software</p>
<p><b>Evaluation/Accountability:</b>  The AIP "will be a living document" to be updated as students show improvement or there is a need for change or additional strategies. Biweekly assessment will be conducted to show progress or additional needs. Benchmark Assessment scores in two consecutive administration will show improvement.</p>		
<p><b>*Research-Based Program:</b>  CRISS Strategies, Research-based strategies from the Florida Reading Competencies courses, and Strategy of the Month from <u>Strategies That Work: Teaching Comprehension to Enhance Understanding</u>, by Stephanie Harvey</p>		
<p><b>Professional Development/Learning Communities</b> (Must address planning, delivery, follow up and evaluation strands):</p> <p>All teachers will participate in a five days Intensive Reading Workshop developed by Duval County to insure that these instructional goals are met.</p>		

<p><b>2. Objective:</b>  All students attending 90+ days will show at least a 10% improvement from their Reading pre-test.</p>		
<p><b>Strategies (including timeline)</b></p>	<p><b>Lead Person/Team</b></p>	<p><b>Resources Needed</b></p>
<p>1. All teachers will use reading strategies to find a connection to his/her subject area:</p> <ul style="list-style-type: none"> <li>a) Strategy of the month will be continued</li> <li>b) Strategy will focus on FCAT strands Words/Phrases, References/Research, and Comparisons</li> <li>c) All teachers will attend training for Intensive Reading Course</li> <li>d) Book of the Month will be used to model strategies</li> </ul>	<p>Reading Coach, all teachers.</p>	<p>Reading Coach  Professional Development Facilitator  Book of the Month sets  Reading Competency Courses</p>
<p>2. Students will receive 60 minutes of Intensive Reading Instruction daily, as</p>	<p>ELA and ESE teachers,</p>	<p>Reading Coach,</p>

<p>well as their ELA instruction</p> <p>a) Students receive individual and small group instruction and assessment. The Intensive Reading Program aligns with Florida Reads! And national Reading Panel recommendations and provides instruction in five areas: phonemic awareness, phonics instruction, fluency, vocabulary development and reading comprehension</p> <p>b) Special population will be served by coordinating the standard classes, differentiating instruction and remediating difficulties noted.</p>	<p>Reading Coach</p>	<p>PIAT-R Test, Intensive Reading materials, Teacher instruction and rubrics</p>
<p><b>Evaluation/Accountability:</b> Biweekly assessment will be conducted to show progress or additional needs. Benchmark Assessment scores in two consecutive administration will show improvement. PIAT-R pre and post scores will show improvement.</p>		
<p><b>*Research-Based Program:</b> CRISS Strategies, Research-based strategies from the Florida Reading Competencies courses, and Strategy of the Month from <u>Strategies That Work: Teaching Comprehension to Enhance Understanding</u>, by Stephanie Harvey. Links to state approved programs in reading, mathematics and Comprehensive School Reform: (not exclusive lists)</p> <ul style="list-style-type: none"> <li>• Reading: <a href="http://sip.osi.fsu.edu/sip_template/Resources/SIP_Template_Reading_programs.htm">http://sip.osi.fsu.edu/sip_template/Resources/SIP_Template_Reading_programs.htm</a></li> <li>• Math: <a href="http://www.firn.edu/doe/instmat/pdf/newlyad.pdf">http://www.firn.edu/doe/instmat/pdf/newlyad.pdf</a></li> <li>• <a href="http://sip.osi.fsu.edu/sip_template/Resources/SIP_Math_programs.htm">http://sip.osi.fsu.edu/sip_template/Resources/SIP_Math_programs.htm</a></li> </ul>		
<p><b>Professional Development/Learning Communities</b> (Must address planning, delivery, follow up and evaluation strands): Starting at the beginning of the school year the Reading Coach and Professional Development Facilitator will conduct faculty meetings to implement strategy of the month, provide reading guidance and do follow up coaching. Assistant Principal will attend Intensive Reading workshop for administrators. In November, all faculty will attend a five days Intensive Reading District workshop conducted by the District Reading Coach Pat Melvin. The faculty will participate in Readers/Writers workshops, CRISS Reading strategies training and refresher workshop on Understanding by Design</p>		

**Budget:**

<b>Issues to Address</b>	<b>Describe Resources</b>	<b>Funding Sources</b>	<b>Total (funds) Available</b>	<b>Unmet (funds unavailable)</b>
<b>*Research-Based Program(s) (Instructional Materials)</b>	<b>Reading Horizons</b>	<b>FEFP</b>		
<b>*Research-Based Resource(s) (e.g. websites, assessment tools)</b>	<b>PIAT-R Catapult Learning Reading Assessment</b>	<b>Title I funds</b>		
<b>Technology</b>	<b>Computers and software</b>			
<b>Professional Development</b>	<b>5 days Intensive Reading workshop</b>			
<b>Other</b>				
		<b>Total:</b>		<b>N/A</b>

**Reading Elements:**

**\*Highly Qualified Certified In-Field Instructors:**

Dubel Agosto is our part time Reading Coach. She has a BA in Psychology and a Masters in ESE, is currently taking the Reading Competency modules and has attended Intensive Reading training. As all classes are self contained, all teachers teach Intensive Reading, none are certified in Reading, even though they are certified in other areas.

- At school #41, Duval House, Brandi Gil teaches the intensive Reading along with ELA and Science 6<sup>th</sup> to 12 grade. She has a Bachelors in Language Arts and a Masters in ESE. This is her first year in Duval County. She has taught Alternative School in Pinellas County.
- At school #43, Impact House, Elisa Ingram teaches the Intensive Reading along with ELA and Math for 6<sup>th</sup> to 12<sup>th</sup> grades. She has been with the programs for seven years, and has a Bachelors degree is ESE SLD and EH.
- At school #44, Tiger SHOP, James Huovinen teaches the Intensive Reading along with ELA, Math, Science and Social Studies. He has been with the Juvenile Justice Programs for more than 15 years at various sites and various capacities. He has a Masters in Educational Leadership and certification in Gas Engine Repair (VOC-TEC).
- At school #49, Duval Juvenile Detention Center, because all classes are self contained because of security reasons, all teachers teach Intensive Reading and all the other core subjects or remediation skills.
- At school #176, Pre-Trial Detention Center, also because all classes are self contained because of security reasons, all teachers teach Intensive Reading and all other core subjects.

**All teachers will be highly encouraged to get the Reading Endorsement. 50% of the faculty is currently taking some of the components.**

**Comprehensive K-12 Research-Based Reading Plan:**

**Teacher/Coach Information:**

**Goal 1: Academic Performance (Mathematics)**

**District Long-Range Target(s) for All Students in All Curriculum Groups:**

- All 6<sup>th</sup> to 12th grade students tested will score at level 3 or above on the FCAT Mathematics Standards component (SSS).
- All 6<sup>th</sup> to 12th grade students tested will show at least one year’s growth over the previous year on the FCAT Mathematics Standards component (SSS).

**School Goal Statement:**

**All 6<sup>th</sup> to 12<sup>th</sup> grade students enrolled at the administration of the FCAT Mathematics Standards component will score at level 3 or above.**

**Needs Assessment:**

90% of the students who come to these programs are two or more years behind grade level. Most of them have a history of truancy and self defeating behavior which has contributed to their unsuccessful school experiences.

95% of the students are a level 2 or below in the Math FCAT

List objectives that have been developed to address specific problems, identified as needs based on the analysis of student performance and other data disaggregated by NCLB subgroups, FCAT level, and FCAT strands/clusters/elements.

**1. Objective:**

**All students enrolled will show proportionate gains in the Mathematical section between the pre and post administration of the PIAT-R assessment instrument.**

Strategies (including timeline)	Lead Person/Team	Resources Needed
<p>Students will be administered a Math pre-assessment within five days of enrollment</p> <p>All students will have an individualized AIP with Math objectives within 10 days of enrollment</p> <p>Students records will be secured from previous programs to support Math placement</p> <p>All students will have access to computer assisted instruction in Math in addition to classroom one on one time with teacher</p> <p>Teachers will incorporate FCAT Math strategies into all students’ daily Math activities.</p>	<p>Testing/Assessment Coordinator</p> <p>Classroom teacher</p> <p>Lead teachers/Assistant Principal</p> <p>Classroom teacher</p> <p>Classroom teachers</p>	<p>Assessment Instrument</p> <p>Assessment results</p> <p>FASTER</p> <p>Plato/Compass software</p> <p>FCAT Math practice materials</p>

<b>Evaluation/Accountability:</b>		
<p>The AIP “will be a living document” to be updated as students show improvement or there is a need for change or additional strategies.  FCAT data available.  End of course exams  Benchmark Assessment scores in two consecutive administrations will show improvement.  PIAT-R pre and post test scores will show improvement.</p>		
<b>*Research-Based Program:</b>		
<p>Plato software, Analyzing Student Work that Meets Standards, workshop models for rituals and routines, content based literacy training.</p>		
<b>Professional Development/Learning Communities</b> (Must address planning, delivery, follow up and evaluation strands):		
<p>Teachers will attend Math and technology professional development workshops, best practices, and methods.</p>		

<b>2. Objective:</b>		
<b>75% of students enrolled for more than one administration of the Benchmark Assessment will show gains in the Math area.</b>		
<b>Strategies (including timeline)</b>	<b>Lead Person/Team</b>	<b>Resources Needed</b>
<p>Students will be administered a Math pre-assessment within five days of enrollment</p> <p>All students will have an individualized AIP with Math objectives within 10 days of enrollment</p> <p>Students records will be secured from previous programs to support Math placement</p> <p>All students will have access to computer assisted instruction in Math in addition to classroom one on one time with teacher</p> <p>Teachers will incorporate FCAT Math strategies into all students’ daily Math activities.</p>	<p>Testing/Assessment Coordinator</p> <p>Classroom teacher</p> <p>Lead teachers/Assistant Principal</p> <p>Classroom teacher</p> <p>Classroom teachers</p>	<p>Assessment Instrument</p> <p>Assessment results</p> <p>FASTER</p> <p>Plato/Compass software</p> <p>FCAT Math practice materials</p>
<b>Evaluation/Accountability:</b>		
<p>FCAT data available.  End of course exams  Benchmark Assessment scores in two consecutive administrations will show improvement.</p>		

PIAT-R pre and post test scores will show improvement.
<b>*Research-Based Program:</b> Plato software, Analyzing Student Work that Meets Standards, workshop models for rituals and routines, content based literacy training.
<b>Professional Development/Learning Communities</b> (Must address planning, delivery, follow up and evaluation strands): The teachers will attend Math and technology professional development workshops and attend “Knowing Mathematics”. And intervention program designed to help students who are two or more years below grade level.

**Budget:**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
<b>*Research-Based Program(s) (Instructional Materials)</b>	<b>Plato/Compass software</b>			
<b>*Research-Based Resource(s) (e.g. websites, assessment tools)</b>	<b>PIAT-R Plato Initial Assessments District Benchmark Assessments</b>			
<b>Technology</b>	<b>Computers and software</b>			
<b>Professional Development</b>	<b>Mathematics and Technology workshops</b>			
<b>Other</b>				
		<b>Total:</b>		<b>N/A</b>

**Mathematics Elements:**

<p><b>*Highly Qualified Certified In-Field Instructors:</b></p> <p>Until the 2005-06 school year, teachers in the Youth Development Programs were considered under the Alternative Education umbrella certification. From this year on, they will be considered out of field when teaching in a field they are not certified in. This will put most of the teachers teaching Math out of field, and therefore not Highly Qualified.</p> <p>We are striving to have all our teachers certified in the Middle Schools Integrated Curriculum field so they can be qualified for the basic Math courses, and then have specialized personnel for the higher levels.</p> <p>At this time, 60% of our faculty is not Math certified.</p> <ul style="list-style-type: none"> <li>• <b>At school #41, Duval House, Alicia Lloyd teaches the Mathematics, along with Social Studies and Careers to students’ 6<sup>th</sup> to 12 grade. She has a Bachelors in Elementary</b></li> </ul>
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**Education and is certified in Middle Grades. This is her 7th year in the program and her 25<sup>th</sup> in Duval County.**

- **At school #43, Impact House, Mary Layne Perret teaches the Math along with Science and Careers to students 6<sup>th</sup> to 12<sup>th</sup> grades. She has been with the programs for 15 years, and has a Bachelors in Elementary Education and a Master in Administration and Supervision.**
  - **At school #44, Tiger SHOP, James Huovinen teaches the Math program along with ELA, Reading, Science and Social Studies. He has been with the Juvenile Justice Programs for more than 15 years at various sites and various capacities. He has a Masters in Educational Leadership and certification in Gas Engine Repair (VOC-TEC).**
  - **At school #49, Duval Juvenile Detention Center, because all classes are self contained because of security reasons, all teachers teach all the core subjects to their groups**
  - **At school #176, Pre-Trial Detention Center, also because all classes are self contained because of security reasons, all teachers teach all the core subjects to their groups.**
- All teachers will be highly encouraged to get the Middle Grades Integrated Curriculum certification. 50% of the faculty has currently taken it.**

**Goal 1: Academic Performance (Writing)**

**District Long-Range Target for All Students in All Curriculum Groups:**

- All 10<sup>th</sup> grade students tested will score 4.0 or higher on FCAT Writing.

**School Goal Statement:**

**All students enrolled in the programs over 90 days will receive a 4 or higher on the FCAT Writing Assessment.**

**Needs Assessment:**

90% of the students who come to these programs are two or more years behind grade level. Most of them have a history of truancy and self defeating behavior which has contributed to their unsuccessful school experiences.

95% of the students are in the lowest quartile in the FCAT Writing.

**Objective (NCLB requires at least a 1% improvement):**

**All students enrolled in the programs over 90 days will receive a 4 or higher on the FCAT Writing Assessment.**

Strategies (including timeline)	Lead Person/Team	Resources Needed
All teachers will incorporate writing into their daily curriculum Students will utilize FCAT Writing practice materials in their daily activities	Classroom teachers  Classroom teachers	Rubrics  FCAT Writing practice materials
<b>Evaluation/Accountability:</b> As students are post-assessed, they will show proportionate gains in Writing.		
<b>*Research-Based Program:</b> FCAT Explorer Six Point Rubric to Grade Student Writing		
<b>Professional Development/Learning Communities</b> (Must address planning, delivery, follow up and evaluation strands): Teachers will be provided refresher instruction in using the “State Six Point Rubric to Grade Student Writing” and training on using Readers/Writers’ Workshop.		

**Budget:**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
<b>*Research-Based Program(s) (Instructional Materials)</b>				
<b>*Research-Based Resource(s) (e.g.</b>				

<b>websites, assessment tools)</b>				
<b>Technology</b>				
<b>Professional Development</b>				
<b>Other</b>				
		<b>Total:</b>		<b>N/A</b>

**Goal 1: Academic Performance (Science)**

**District/School Target(s) for All Students in All Curriculum Groups:**

- All 11<sup>th</sup> grade students tested will score 3 or higher on FCAT Science.

**School Goal Statement:**

**All 11<sup>th</sup> grade students tested will score 3 or higher on FCAT Science**

**Needs Assessment:**

90% of the students who come to these programs are two or more years behind grade level. Most of them have a history of truancy and self defeating behavior which has contributed to their unsuccessful school experiences.

**1. Objective:**

All students tested in the FCAT Science Standards Component will score a 3 or higher on the FCAT Science.

<b>Strategies (including timeline)</b>	<b>Lead Person/Team</b>	<b>Resources Needed</b>
Teachers will incorporate the use CRISS strategies in their Science lessons.	Standards/Reading Coach	CRISS refresher workshop
Teachers will increase awareness of the importance of Science in daily like.	Classroom teachers	Household experiments
Provide Science reading materials for the classroom libraries	Assistant Principal	Science magazines, science related books
<b>Evaluation/Accountability:</b>		
Teacher's interim assessment. FCAT scores. End of course test. Students will verbally express the importance of Science into their daily lives.		

**\*Research-Based Program:**

**Professional Development/Learning Communities** (Must address planning, delivery, follow up and evaluation strands):

Teachers will receive CRISS Reading Strategies workshop and refresher workshop on Understanding by Design

**Budget:**

<b>Issues to Address</b>	<b>Describe Resources</b>	<b>Funding Sources</b>	<b>Total (funds) Available</b>	<b>Unmet (funds unavailable)</b>
<b>*Research-Based Program(s) (Instructional Materials)</b>				
<b>*Research-Based Resource(s) (e.g. websites, assessment tools)</b>				
<b>Technology</b>				
<b>Professional Development</b>				
<b>Other</b>				
		<b>Total:</b>		<b>N/A</b>

**Science Elements:**

**\*Highly Qualified Certified In-Field Instructors:**

Until the 2005-06 school year, teachers in the Youth Development Programs were considered under the Alternative Education umbrella certification. From this year on, they will be considered out of field when teaching in a field they are not certified in. This will put most of the teachers teaching Science out of field, and therefore not Highly Qualified.

We are striving to have all our teachers certified in the Middle Schools Integrated Curriculum field so they can be qualified for the basic Science courses, and then have specialized personnel for the higher levels.

At this time, 60% of our faculty is not Science certified.

- **At school #41, Duval House, Alicia Lloyd teaches the Science, along with Social Studies and Careers to students' 6<sup>th</sup> to 12 grade. She has a Bachelors in Elementary Education and is certified in Middle Grades. This is her 7th year in the program and her 25<sup>th</sup> in Duval County.**
- **At school #43, Impact House, Mary Layne Perret teaches the Science along with the Math and Careers to students 6<sup>th</sup> to 12<sup>th</sup> grades. She has been with the programs for 15 years, and has a Bachelors in Elementary Education and a Master in Administration and Supervision.**
- **At school #44, Tiger SHOP, James Huovinen teaches the Science program along with ELA, Reading, Math and Social Studies. He has been with the Juvenile Justice Programs for more than 15 years at various sites and various capacities. He has a Masters in Educational Leadership and certification in Gas Engine Repair (VOC-TEC).**
- **At school #49, Duval Juvenile Detention Center, because all classes are self contained**

because of security reasons, all teachers teach all the core subjects to their groups

- At school #176, Pre-Trial Detention Center, also because all classes are self contained because of security reasons, all teachers teach all the core subjects to their groups. All teachers will be highly encouraged to get the Middle Grades Integrated Curriculum certification. 50% of the faculty has currently taken it.

### \*Parental Involvement

<b>Goal Statement:</b>				
<b>Needs Assessment:</b>				
<b>Objective:</b>				
<b>Strategies (including timeline)</b>		<b>Lead Person/Team</b>	<b>Resources Needed</b>	
<b>Evaluation/Accountability:</b>				
<b>Budget:</b>				
<b>Issues to Address</b>	<b>Describe Resources</b>	<b>Funding Sources</b>	<b>Total (funds) Available</b>	<b>Unmet (funds unavailable)</b>

### School Safety and Discipline

<b>Goal Statement:</b>				
To continue providing a safe environment to our faculty and students				
<b>Needs Assessment:</b>				
The Juvenile Justice Programs are housed in Department of Juvenile Justice Facilities which control the security and environment of the facility.				
<b>Objective:</b>				
The school faculty will cooperate with the Department of Juvenile Justice to carry out the safety and security measures implemented by the facility.				
<b>Strategies (including timeline)</b>		<b>Lead Person/Team</b>	<b>Resources Needed</b>	
Teachers will attend safety and security workshops provided by the Department of Juvenile Justice		Dept of JJ personnel		
<b>Evaluation/Accountability:</b>				
No security violations will be recorded within the facilities.				

## Technology

<b>Goal Statement:</b> <b>To increase technology in the schools at least to county's standards in order to help meet the needs of our students.</b>		
<b>Needs Assessment:</b> 90% of the students who come to these programs are two or more years behind grade level. Most of them have a history of truancy and self defeating behavior which has contributed to their unsuccessful school experiences. Our programs do not conform to the regular schools standards and daily routines. We nevertheless are held to high standards by Florida Dept. of Education and Florida Dept. of Juvenile Justice. We strive to score high on Quality Assurance audits and provide the best possible atmosphere to the students in our care		
<b>Objective:</b> 1. To provide 10 computers in every classroom equipped with Plato software. 2. To provide teachers with additional technology to integrate all curriculum areas		
<b>Strategies (including timeline)</b>	<b>Lead Person/Team</b>	<b>Resources Needed</b>
Students will use Plato software to complete assignments in the different subject areas.	Classroom teachers	Computers and Plato software
Teachers will use laptops and projectors to integrate technology into the curricula as a tool for learning, make class presentations and keep up with student's progress.	Assistant Principal	Laptops, internet access in school, classroom projectors.
<b>Evaluation/Accountability:</b> Teachers and students will utilize hands on, skill based, and online educational opportunities		

### Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
<b>*Research-Based Program(s) (Instructional Materials)</b>	<b>Plato software</b>	<b>Title I</b>		<b>\$9750.00</b>
<b>Research-Based Resource(s) (e.g. websites, assessment tools)</b>				
<b>Technology</b>	<b>Student computers Teachers Laptops Classroom projectors</b>			<b>\$20,000 25,000 10,000</b>
<b>Professional</b>	<b>Plato, technology</b>			<b>5,000</b>

<b>Development</b>	<b>instruction</b>			
<b>Other</b>				
		<b>Total:</b>		<b>\$69,750.00</b>

### Student Health and Fitness

<b>Goal Statement:</b> All students will be monitored and medically evaluated during their stay in the facility		
<b>Needs Assessment:</b> Students come into the facilities with no medical records, and sometimes with very little information on communicable diseases.		
<b>Objective:</b> All the students will be clinically evaluated by the facility and will participate in workshops on health and fitness, and healthy lifestyles.		
<b>Strategies (including timeline)</b>	<b>Lead Person/Team</b>	<b>Resources Needed</b>
Facility and faculty will provide healthy lifestyles and health and fitness workshops	Facility medical personnel	Medical personnel
Students needing vaccinations will be referred to the appropriate facility.	Teachers	Medical personnel
<b>Evaluation/Accountability:</b> All students will have been monitored before leaving the facility.		

#### Budget:

<b>Issues to Address</b>	<b>Describe Resources</b>	<b>Funding Sources</b>	<b>Total (funds) Available</b>	<b>Unmet (funds unavailable)</b>
<b>*Research-Based Program(s) (Instructional Materials)</b>				<b>\$ 9,750.00</b>
<b>*Research-Based Resource(s) (e.g. websites, assessment tools)</b>				
<b>Technology</b>				<b>\$55,000.00</b>
<b>Professional Development</b>				<b>\$ 5,000.00</b>
<b>Other</b>				
		<b>Total for all goals:</b>		<b>\$69,750.00</b>

**\*Return On Investment (ROI)**

<b>Goal Statement: N/A</b>		
<b>Needs Assessment:</b>		
<b>Objective:</b>		
<b>Strategies (including timeline)</b>	<b>Lead Person/Team</b>	<b>Resources Needed</b>
<b>Evaluation/Accountability:</b>		

## Final Budget Summary:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
<b>*Research-Based Program(s)</b> (Instructional Materials)				
<b>Research-Based Resource(s)</b> (e.g. websites, assessment tools)				
<b>Technology</b>				
<b>Professional Development</b>				
<b>Other</b>				
		<b>Total:</b>		

### \*SAC Members

<b>Implementation Evaluation (Previously: Adequate Progress)</b>
Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts.

### \*Additional Resources

## INDOOR ENVIRONMENTAL AIR QUALITY

### GOAL

Good indoor quality contributes to a favorable learning environment. The Juvenile Justice Programs are housed in Department of Juvenile Justice facilities which by contract are responsible for the structure.

The Duval County faculty and staff strives to work with the Department of Juvenile Justice to maintain a safe and healthy indoor air quality.

### OBJECTIVES:

1. The facility will respond promptly to moisture intrusion and housekeeping problems, maintain proper operation on Heating-Ventilation-Air-Conditioning (HVAC) systems, and chemical storage problems, essential in the control of undesired biologics.
2. Reduce and/or eliminate indoor air quality (IAQ) related complaints from students and staff.

### STRATEGIES:

#### 1. Prevention

Ensure quality workmanship and materials in construction.  
Implement periodic inspections of facilities.  
Provide training in "Healthy Indoor Air Quality"  
Maintain records of IAQ related complaints by students and staff.

#### 2. Maintenance

Provide annual inspections of heating, ventilation, and air conditioning (HVAC) systems for proper operation and adequate ventilation.  
Perform regular inspections and safety checks.  
Maintain good housekeeping practices.

#### 3. Corrective Actions

Ensure prompt repair of moisture intrusion problems, proper operation of HVAC systems and prompt resolution of housekeeping problems, chemical storage problems and complaints from students and staff.

### EVALUATION:

The facility will conduct annual review of the following:

1. Reported moisture intrusion issues and associated responses
2. Safety inspections and associated findings and responses.
3. Moisture intrusion and HVAC related maintenance records.