

**2007-2008
SCHOOL IMPROVEMENT PLAN**

**School Name: Youth Development and DJJ Schools
School Number: #39 TPC Village, #41 Duval Halfway House, #43
Impact Halfway House, #44 Tiger SHOP, #49 Duval
Regional Juvenile Detention Center, #176 Pre Trial
Detention Center, #182 Hubbard House and Youth Crisis
Center**

Date of Public Hearing: September 21, 2007

Signatures of Approval

Principal: _____ **Date:** _____

SAC Chair: _____ **Date:** _____

Chief Officer: _____ **Date:** _____

Facility Director: _____ **Date:** _____

**2006-2007
SCHOOL IMPROVEMENT PLAN**

School Name: Youth Development and DJJ Schools
School Number: 3039, 3041, 3043, 3044, 3049, 3176, and 3182
2007 School Performance Grade: N/A

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 and DJJ Schools vision/mission is the following:

- **Provide educational services while students are receiving prevention, treatment and rehabilitative services to reduce the mental, physical, and spiritual effects of addiction.**
- **To enable students to perform at their highest level academically, while completing their addiction program.**
- **To provide all students with the opportunity to experience academic success.**

***School Profile Demographics:**

The Youth Development Program and Juvenile Justice Schools is comprised of seven schools sites located within Duval County which house residential shelter, Juvenile Justice, and Sheriff Office Students.

Students stay an average of three to fourteen months within these facilities. The majority of the students remain in the program, for approximately six months. Four of our schools are part of the Department of Juvenile Justice facilities (three programs are residential, and one is a Detention Center), which house students between the ages of 12 and 18 years of age. Two shelters; one with students 13 to 18 years, and one for families with children from Kindergarten to 8th grade.

Also, the Sheriff Office facility has students who have been adjudicated as adults by the Judicial Court System, and they are served within this facility.

The programs' enrollment averages between 450/495 students daily, with an approximate enrollment/withdrawal count of 30/35 students. Our facilities serve approximately 3,900 students per year. The Juvenile Justice Schools operate on a 250 day school schedule, whereas the other sites/facilities operate on the 180 day student school schedule.

Student Achievement Data

**Links to Florida School Grade Data, Adequate Yearly Progress Data, FCAT Data
2007-2008 Disaggregated Data**

School Accountability Report

The Youth Development Programs receive no AYP Report because there are no sufficient test scores to receive valid state accountability. It does not meet the minimum students' number requirements of minority groups within one school number and has 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 and rates appropriate aspects of school performance in education, and services which categorize the metrics of program effectiveness, in meeting the expected performance standards.

Highly Qualified Certified Administrators/High Performance Management

The programs are under the direction of our Chief Officer for Special Programs in Duval County Public Schools. We are fortunate to have a principal with 12 years of administrative experience. Marvin McQueen, Principal possess a Bachelors Degree in (Political Science and Education), Master's Degree in Administration and Supervision, Educational Specialist's Degree in Educational Leadership/Reading, and a Doctorate Degree in Theological Studies. He has successfully completed the state requirements governing the ESOL endorsement, and is currently completing an Ed. D. degree in Exceptional Student Education at Northcentral University.

Our High Performance Management Team possesses a Transition/PDF/Testing Coordinator/ESE Liaison Specialist/Resource Teacher certified in Language Arts, a Standards/Reading Coach that possesses a doctorate degree in Education Leadership and certification in Reading/Language Arts, and a Guidance Counselor.

In addition we have a part-time Alternative Liaison Specialist who coordinates district initiatives that focus on the learning sequences and academic achievement of every student, this includes (NWEA, FastForWord, and CompassLearning). Every site has a Lead Teacher, who bridges the educational internal gap with the facility/program director. Every site has at least one ESE full time teacher, and one regular education 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. Besides an area of certification, all teachers have or are working towards the Middle Grades Integrated Curriculum certification, which the Juvenile Justice Education Enhancement Program recognizes as qualifying to fulfill the requirements of the NCLB legislation.

***Recruitment/Retention of Highly Qualified Teachers**

As a youth development program, special attention is given to attract personnel who are cognitively and affectively drawn to students who have specific problems. The principal conducts all interviews with a team approach. Presently the district doesn't have in place, a financial plan to recruit Highly Qualified Teachers for the Youth Development and DJJ program.

ADDITIONAL REQUIREMENTS

***Teacher Mentoring**

All beginning teachers are required to participate in the district's Professional Orientation Program (TIP). This program is monitored at the school level; a team approach is utilized to facilitate mentoring, as well as, district level orientation sessions are conducted, and all participants must participate in every training module. All mentors must be CET trained. Also all of our teachers participate in district assigned professional development; this is offered through the early release days.

All teachers are encourage to pursue an advance degree, in an area that will be conducive to their chosen discipline.

***School-Wide Improvement Model**

Florida's Continuous Improvement Model (FCIM) encourages the use of data to drive instruction. Through the implementation of a standard's based curriculum, Duval County Public Schools has an instructional methodology in place, at all of the Juvenile Justice Schools.

Since our standards of measurements are the Quality Assurance Reviews scores, our essential goal during the 2007-2008 school year is to improve the overall Juvenile Justice Education Enhancement Program Quality Assurance scores by (.5) net points.

Our next goal is to improve the post Reading scores of all students staying over ninety days by 10%, over their pre-test scores.

The final goal is to have a 100% faculty of Highly Qualified teachers within the program.

Due to the emphasis of FCAT, district's initiatives, and the standards-based instructional model, all schools are being held accountable by some form of measurement.

All level I-II students are enrolled in blocked Intensive Reading. All teachers are using the workshop model to deliver instruction. FCAT and SSS data is used to design classroom instruction, as well as, pre/post testing of all students using TABE. Also FCAT scrimmages will be utilized to assess and enhance the academic level of all students. Professional development activities are combined with the alternative schools in the district.

***School Advisory Council**

All Juvenile Justice School advisory SAC members are one of the primary reasons for the continued improvement of the school program. From the \$2490.00 school improvement funds to the different grants, programs, safety-nets, activities and field trips, the SAC is actively involved with members of the school's staff who also serves on the SAC. Due to emphasis on FCAT and remediation in math, science, and reading, the SIP funds will be used to purchase classroom library novels, math manipulative resource material, and some computer software.

***Communications With Parents/Guardians/Facility Director**

To further promote and enhance the communication process; the Juvenile Justice Schools follows the procedure listed below:

- The Transition Coordinator communicates with all stakeholders.
- Grade reports are provided for all interested parties.
- Students that attend an out of district school receive academic information via the Genesis System.
- Conferences that regard behavior and academics are held with the facilities counselors
- Positive notes are provided to resident directors.
- The objective is to inform the stakeholders about inner school activities that are implemented, which will create a stronger means of communication between the school and parent/guardian.
- Parents are notified of their child/ren progress through parental visits, and progress reports.
- Each site has an Advisory Council comprised of the Principal, representative of the site/staff, a teacher, and community advocates. Parents are encouraged and do attend the Advisory Council's meeting. Each Advisory Council meets once a month on a preset date, facilities and schools issues are discussed, as well as topics concerning education, and the development of every student/resident.
- The Advisory Council takes the lead in providing school district approved, concerning outside speakers for each facility.

Extended Learning Opportunities/Safety Nets

- All FCAT Level 1 students are placed in Intensive Reading and Mathematics.
- Also they are given the opportunity to participate in the district's Leap Forward, Pre Graduate Initiative, and Graduate Initiative Program for middle and high school students.
- Grade Recovery is an on-going process within each class settings.
- All students are given information regarding summer school offerings via virtual school.
- FCAT preparation materials are utilized to strengthen the students' skill level.
- The school sites that operate on the 250 day school schedule have the opportunity to recover/add two additional subjects/credits a year during the summer session; in addition to the eight subjects scheduled during the regular sessions in the 4x4 class format. Small classes enhance the all day individualized program that affords the student/teacher the opportunity to codify a holistic approach to learning.
- Compass and Plato computer labs, adds to the Safety-Net arena for recovering failed

courses.

GOALS

Goal 1: Academic Performance (Reading)

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

- All 6th – 8th grade students tested will score at level 3 or above on the FCAT Reading Standards component (SSS).
- All 6th – 8th grade students tested will show at least one year's growth over the previous year on the FCAT Reading Standards component (SSS) or TABE exam
- All students will meet the 25-book reading standard.
- All 9th and 10th grade students tested will score at level 3 or above on the FCAT Reading Standards component (SSS).
- All 9th and 10th grade students tested will show at least one year's growth over the previous year on the FCAT Reading Standards component (SSS) or TABE exam.
- All students will meet the 25-book reading standard.
- Only those students, who are at the facilities for 90 or more days, will show growth in all of the target areas.
- Students will have an AIP or PMP document which will show their growth.

School Goal Statement:

According to 2007 FCAT data, 75% of tested students are performing at Level 1 achievement level. Juvenile Justice goal is to decrease that percentage by 25%.

Needs Assessment:

As FCAT data was obtained from the district, the school demographic report was discussed and distributed to the staff in an attempt to profile the school, district, and state. Individual student data profiles were then distributed (via the AIDES Data System) in an attempt to establish classroom instructional strategies, as well as, curriculum. Intensive Reading was incorporated and schedules of students were blocked to expose students to more time-on-task instructional reading strategies. Data from FCAT Scrimmages, PLATO and TABE results were included in this effort.

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:

- **Schedule all Level 1 students in Intensive Reading courses.**
- **To provide pre-post testing (TABE) for all enrollment students.**
- **To decrease Level 1 student performance by 25%.**
- **To increase TABE grade level equivalent scores by two grade levels.**
- **All students that qualify; will be enrolled into one of the safety-net programs, LEAP Forward, and Graduate Initiative.**

Strategies (including timeline)	Lead Person/Team	Resources Needed
<p>1. As students enroll in the program, and their current FCAT reading achievement levels will identify students.</p>	<p>Guidance Counselors and Standards-Coach</p>	<p>Up-to-date FCAT student profiles and student demographic reports.</p>
<p>2. As students are scheduled into their classes, on a bi-monthly basis, students will be given the pre/post TABE test until they exit the program showing at least a two grade level gain.</p>	<p>Test Coordinator and Lead Teachers</p>	<p>TABE testing materials and district level testing contact of TABE.</p>

Evaluation/Accountability:

In that the FCAT data is provided on an annual basis, school demographic summaries can only be measured and evaluated annually. However the TABE results will be evaluated as students exit the program. The school's guidance counselors, test coordinator, and classroom teachers will evaluate and monitor this process.

***Research-Based Program:**

As directed by the district, Intensive Reading/Standard Based Instruction (SOURCE) materials are used.

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

Due to the district's primary focus on reading, professional development days are being used to promote a systemic approach to implementation of standards and the social system of disciple (CHAMPS) throughout the district. Learning communities have been developed among the district's the alternative programs. At the district level, Reading and Standards Coaches guide and provide all training and related activities.

2. Objective:

To develop a comprehensive approach to the professional development of every classroom teacher in the area of reading –across-the curriculum activities.

Strategies (including timeline)	Lead Person/Team	Resources Needed
---------------------------------	------------------	------------------

<p>Every teacher will attend district level workshops. Teachers will be responsible the state's Quality Assurance Report</p>	<p>Lead Teacher Standards Coach Principal</p>	<p>SIP Funds</p>
<p>Provide reading resource materials for teachers and model teaching activities from Reading Coaches at the district level.</p> <p>(2007-2008 school year)</p>	<p>Standards Coach Principal</p>	<p>SIP Funds</p>
<p>Evaluation/Accountability:</p> <p>Operating as a team, the principal, guidance counselor, intervention specialist, and standards coach will require all teachers to schedule and then implement through demonstration, lessons that every identified strategy. Classroom Walk-Through will be conducted weekly by the administrative team.</p>		
<p>*Research-Based Program:</p> <p>Standards Based Implementation Rubrics NCEE Standards</p>		

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

These activities have been incorporated into the district's early dismissal days or professional development plan for the alternative schools. It is the school's intent to have every teacher well based in reading through standards first and finally, being competent enough to incorporate such strategies across the curriculum.

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
*Research-Based Program(s) (Instructional Materials)	AMSCO School Publications	School Improvement Funds	\$2490.00	Funds Needed for Issues to be
*Research-Based Resource(s) (e.g. websites, assessment tools)	TABE Booklets BASI (Basic Achievement Skills Inventory) Catapult Learning	K-12 Comprehensive Reading Plan Title I Funds		Addressed \$59,900.00 -
Technology	Software	District Deployment Cost (Deployment Anticipated Fall 2006)	\$	-
Professional Development	Attendance At Conferences	Administration, Standards Coach, and Interventionist	\$	-
Other				
		Total:	\$2490.00	\$59,900.00 Needed for Issues to be Addressed

Reading Elements:

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

Beginning with the 2007-2008 school year, three classroom teachers have received there reading endorsement and certification in integrated curriculum.

--

Comprehensive K-12 Research-Based Reading Plan and Title One

Teacher/Coach Information:

Goal 1: Academic Performance (Mathematics)**District Long-Range Target(s) for All Students in All Curriculum Groups:**

- All 6th – 8th grade students tested will score at level 3 or above on the FCAT Mathematics Standards component (SSS).
- All 6th – 8th grade students tested will show at least one year's growth over the previous year on the FCAT Mathematics Standards component (SSS) or TABE exam.
- All 8th grade students will successfully complete Algebra I.
- All 9th grade students will be part of the Keystone course.
- All 9th grade students will declare a major and minor.
- All 9th and 10th grade students tested will score at level 3 or above on the FCAT Mathematics Standards component (SSS) or TABE exam.
- All 9th and 10th grade students tested will show at least one year's growth over the previous year on the FCAT Mathematics Standards component (SSS).
- Only those students, who are at these facilities for 90 or more days, will show growth as evidence by the academic performance goal.
- Students will have an AIP or PMP document, which will reflect their improvement.

School Goal Statement:

According to the 2007 FCAT data, 69% of tested students are performing at Level 1 achievement level. Juvenile Justice goal is to decrease that percent by 25%.

Needs Assessment:

Using data that was obtained from SSS Benchmarks, FCAT and TABE results much improvement is needed in student performance. Grade level equivalent scores, subtest area and FCAT Level 1 area of achievement were summarized and student profiles were addressed.

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:

Schedule all level 1 students into the Intensive Reading and Mathematics. Senior high school students will be remediated through Course Grade Recovery Safety-Nets.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Identify through FCAT data, all FCAT Level 1 students upon enrollment/committed. (2007-2008 school year)	Guidance Counselor and Test Coordinator	FCAT Data

Evaluation/Accountability:

As students enroll, specific attention will be given to their current achievement level in math as to determine needed growth and placement in a safety-net program. In that the criteria by which students exit the program is based on initial assessment and monitoring, evaluation of student performance is maintained at the highest level.

***Research-Based Program:**

Juvenile Justice Schools uses the district adopted math program Connecting Math (CPM).

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

In the area of Math, all professional development activities are conducted at the district level through in-service activities. At the school level, there is much articulation between the middle and high school teachers as learning communities are developed.

2. Objective:

To develop a block schedule in the area of reading. Increased time-on-task activities are needed to promote use of manipulatives and student participation in Math.

Strategies (including timeline)	Lead Person/Team	Resources Needed
1. Modify electives at the middle school level.	Guidance Counselors Math and Lead Teachers	

<p>2. Develop intense in-service activities in the use of manipulatives and non-traditional methods of teaching math to at-risk students</p>	<p>Math Teachers</p>	<p>District level Math coaches</p>
<p>Evaluation/Accountability:</p> <p>As a team, guidance counselors, math teachers, district level math coaches and the principal will develop, monitor and account for such a drastic curriculum change.</p>		
<p>*Research-Based Program:</p> <p>CMP – Connecting Math</p>		
<p>Professional Development/Learning Communities (Must address planning, delivery, follow up and evaluation strands):</p> <p>Concerning this particular objective, professional development activities will include the active participation of guidance counselor and district level coaches. Teacher training will be On going and different from traditional training in math.</p>		

Budget: (Math)

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
<p>*Research-Based Program(s) (Instructional</p>	<p>CMP Math Kits and Manipulative Models</p>	<p>School Improvement Fund and District</p>	<p>\$500.00</p>	<p>Funding Needed for Issues to be</p>

Materials)				Addressed \$4000.00
*Research-Based Resource(s) (e.g. websites, assessment tools)				
Technology	Math Software	School Improvement Funds	\$500.00	–
Professional Development	Literacy, Differentiated Instruction	Standards Coach Administration District Cadre Staff		
Other				
			\$1,000.00	Funding Needed for Issues to be Addressed \$3000.00

Mathematics Elements:

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

The middle school and senior high school math teachers are required to attend all district level in-service activities, as well as demonstrate their competence on the Standards – Based Implementation Rubric.

Goal 1: Academic Performance (Writing)

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

- All 8th grade students tested will score 4.0 or higher on FCAT Writing.
- All 10th grade students tested will score 4.0 or higher on FCAT Writing.
- Only those students who remain at the facilities for 90 or more days, will show the desired growth.

School Goal Statement:

FCAT data for 2007 shows the fact that the Juvenile Justice Schools are performing below the district and state percentage level. It is the school's goal to improve by one (1) percentage point.

Needs Assessment:

As FCAT data was obtained from the district, the Juvenile Justice demographic report was discussed and distributed to staff. Score points ranging from 1.0 – 6.00 were compared between middle and senior students. Comparative data was also addressed in an attempt to incorporate writing to explain (expository) and writing to convince (persuade) criteria. Writing strategies in all subject matter will be incorporated and become a part of ELA classes.

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

In that the student population of Juvenile Justice is not permanent and the tested population usually (6th- 10th grade) does not meet collection of data requirements, emphasis will be placed at all grade levels.

Strategies (including timeline)	Lead Person/Team	Resources Needed
1. Develop specific lesson plans that incorporate writing to convince and to explain at the six through eight grade level as part of subject matter requirements in core areas. (2007-2008)	ELA Teachers Guidance Counselors Standard Coach District Coaches	

<p>First Semester – teaching training, lessons plans reviewed, classes observed, and walkthroughs</p> <p>Second Semester – teaching training, lesson plans submitted, classes observed, and walkthroughs</p>		
<p>Evaluation/Accountability:</p> <ol style="list-style-type: none"> 1. Submission of TDE forms demonstrating in-service training in writing. 2. Submission of lesson plans demonstrating specific lessons that will be taught including specific strategies for both middle and senior high school students using the COI and FPMS observation instruments. 		
<p>*Research-Based Program:</p> <p>District level curriculum and resources.</p>		
<p>Professional Development/Learning Communities (Must address planning, delivery, follow up and evaluation strands):</p> <p>First semester: teacher training and additional discussion of demographic reports and school summary for six through eighth grade and tenth grade students.</p> <p>Second semester: trained teachers will train other teachers.</p>		

Budget: (Science)

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
<p>*Research-Based Program(s) (Instructional Materials)</p>	<p>Science manipulatives</p>		<p>\$500.00</p>	<p>Funding Needed for Issues to be Addressed Science</p>

*Research-Based Resource(s) (e.g. websites, assessment tools)	Scientific Learning FastForWord Plato Reading	FEFP		Supplies \$9000
Technology				
Professional Development	District Level Training	–	–	–
Other	Early Dismissal Professional Development	Administration Standards Coach District Administration		
		Total:	\$500.00	Funding Needed for Issues to be Addressed \$8500.00

Goal 1: Academic Performance (Science)

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

- All 8th grade students tested will score 3 or higher on FCAT Science.
- All 11th grade students tested will score 3 or higher on FCAT Science.
- Only students that are in the facilities for 90 or days, will show the desired growth.

School Goal Statement:

To incorporate Science as a priority into the core curricula areas. In that students will be administered the FCAT in the area of Science, the Juvenile Justice will identify SSS and district standards to prepare students for FCAT.

Needs Assessment:

Using FCAT strands and district level student report card grades as a benchmark, students at the eight and eleventh grade level will be measured against their GPA at the point of exiting the program. Comparative data will be addressed to measure student performance with a score of 3 or higher or a grade level GPA increase of one point.

1. Objective:

To utilize Science data, to establish guidelines of student performance for FCAT performance at or above score 3.

Strategies (including timeline)	Lead Person/Team	Resources Needed
<ul style="list-style-type: none">• Analyze student report card grades (2007-2008)	Science Teachers Guidance Counselors Principal Standards Coach	

<p>Evaluation/Accountability:</p> <p>Submission of report card grades at eighth and eleventh grades to the guidance counselors as well as FCAT strands to classroom teachers. Lesson plans and monitoring instruments will be evaluated by the principal.</p>
<p>*Research-Based Program:</p> <p>District level classroom walkthroughs.</p>
<p>Professional Development/Learning Communities (Must address planning, delivery, follow up and evaluation strands):</p> <p>Science teachers will attend district level in-service training.</p>

Budget: (Writing)

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
*Research-Based Program(s) (Instructional Materials)				
*Research-Based Resource(s) (e.g. websites, assessment tools)				
Technology	Computers and software	Title One		
Professional Development	District Level Training in Differentiated Instruction	Standards and Reading Coach		Funding Needed for Issues to be Addressed \$15,000.00
Other	Early Dismissal Professional Development	Administration Standards Coach		

		Total:		Funding Needed for Issues to be Addressed \$15,000.00
--	--	---------------	--	--

Science Elements:

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

***Parental Involvement**

<p>Goal Statement: To create orientation sessions during family visit time, provide parents/guardians with progress reports relating to the academic and social improvement of their child/student.</p>		
<p>Needs Assessment:</p> <p>Parents are being asked to attend family days, student withdrawal, and transition meetings for their child. All students receive daily level system report documents. This will be monitor on a daily basis.</p>		
<p>Objective:</p> <p>To make parents more accountable and knowledgeable about what is occurring at the Juvenile Justice School program as reflected in a student’s meeting exit criteria.</p>		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Schedule parent/family days Tracking System School Newsletter	Assistant Principal School Interventionist	
<p>Evaluation/Accountability: Monthly exit criteria meetings and monitoring of parent orientation sessions by principal and or assistant principal.</p>		

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)

School Safety and Discipline

Goal Statement: As a Juvenile Justice School program, eighty (90%) percent of the student population will meet exit criteria.		
Needs Assessment: Students that are with the Juvenile Justice School Program will receive training (treatment) that will decrease the inappropriate actions that got them in the judicial system. Students will comply with facility and school rules that are governor under district and state policy. There is a need to have consistent facility workers in all sites.		
Objective: To ensure that ninety (90%) percent of enrolled students successfully complete program requirements.		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Reinforce positive behaviors as identified on the Level System.	Principal Interventionist	
Conduct periodic orientations with students and teachers.	Lead Teachers	
Evaluation/Accountability: Submission of on going documentation.		

Technology

Goal Statement: To have every facility equip for implementation of district initiatives (NWEA, FF, Compass Learning, and READ 180).

Needs Assessment:

The facilities must have internet accessibility; presently six of the sites possess this capability. If the students are going to be afforded the same opportunity; then the availability of internet usage is a must.

Objective:

To fully utilize Compass Learning as an additional resource for remediation of students as well as a Safety Net.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Identify lower quartile Level 1 students and schedule into Compass Learning .	Guidance Counselors Principal	
Identify senior high students who are in need of Course Recovery and schedule into Compass Learning.	Guidance Counselors	

Evaluation/Accountability:

The Principal, Guidance Counselor, and Standards-Coach will monitor the scheduling of students into Compass Learning

Budget: (Reading)

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
*Research-Based Program(s) (Instructional Materials)	Compass Learning Software			
Research-Based Resource(s) (e.g. websites, assessment tools)	Reading and Writing Strategies, Differentiated Instruction Training	Administration	-	Funding Needed for Issues to be Addressed \$80,000.00
Technology	Compass Learning Computers			
Professional				

Development				
Other				
		Total:	-	Funding Needed for Issues to be Addressed \$80,000.00

Student Health and Fitness

Goal Statement: Provide a component of physical awareness to every student.		
Needs Assessment: The Science and Teacher will include a section of physical awareness within their curriculum.		
Objective: To expose all eligible students to this course.		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Examine individual student course requirements to determine eligibility.	Guidance Counselor	
Evaluation/Accountability: Guidance counselors will monitor the scheduling of every student.		

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
*Research-Based Program(s) (Instructional Materials)	Supplies	District Funds	-	Funding Needed for Issues to be Addressed \$200.00
*Research-Based Resource(s)				

(e.g. websites, assessment tools)				
Technology		–	–	–
Professional Development	District Training			
Other				
			Total:	Funding Needed for Issues to be Addressed \$200.00

***Return On Investment (ROI)**

Goal Statement: To provide an affective learning environment in a Juvenile Justice facility.		
Needs Assessment:		
<p>Our school programs are accountable, just as a traditional setting. We are held to the highest standards by the Florida Department of Education, Department of Juvenile Justice, and Duval County Public Schools. It is our goal to achieve every belief that is established by these agencies. We will provide the best possible atmosphere for all students.</p>		
Objective:		
<p>All students will show gains in all academic areas. The Juvenile Justice Schools will utilize all available funds, that can enhance the students, and meet the ROI of our school program.</p>		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Monitor student demographics	Guidance Counselor Standard Coach Principal	
Monitor pupil-teacher ratio (15:1)	Principal	
Evaluation/Accountability:		
Examine all entry-exit numbers and length of stay by the principal		

Final Budget Summary:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
*Research-Based Program(s) (Instructional Materials)	AMSCO Publications TABE Booklets Plato Compass Learning CMP Math Kits and Manipulative Models Science Supplies	District Funding	\$500.00 \$500.00	
Research-Based Resource(s) (e.g. websites, assessment tools)	FCAT Prep Renaissance Place	S.I.P. Funds and partially funded by district funds	\$2500.00	
Technology	Compass Software	S.I.P. Funds	\$900.00 \$900.00	
Professional Development	Conference Attendance	S.I.P. Funds	\$2500.00	
Other				
		Total:	70,190.00	Deficit of Funds for Issues to be Addressed \$99,200.00

*SAC Members

Implementation Evaluation (Previously: Adequate Progress)
Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts.
The successful implementation of the Juvenile Justice School S.I.P. is embedded in implementation of Safety Nets and district standards based instructional program. Additionally, the limitation of specific course offerings must be thought of in terms of total academic success of every student and the school's ability to perform at an optimum level.

***Additional Resources**