

# FLORIDA DEPARTMENT OF EDUCATION



## School Improvement Plan (SIP) for Juvenile Justice Education Programs

2011-2012

**2011-2012-School Improvement Plan Juvenile Justice Education Programs**

**2011 – 2012 SCHOOL IMPROVEMENT PLAN**

**PART I: SCHOOL INFORMATION**

School Name: Spring Lake Youth Academy	District Name: DeSoto
Principal: Dan Dubbert	Superintendent: Adrian Cline
SAC Chair: Freddie Anderson	Date of School Board Approval:

**Student Achievement Data:**

Use data from the Common Assessment to complete reading and mathematics goals.

**Highly Qualified Administrators**

List your school’s on-site highly qualified 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). The school may include the history of Adequate Yearly Progress (AYP).

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 AYP information along with the associated school year.
Principal	Dan Dubbert	M.A. Ed (School Admin.) B.S. in Education Biology 6-12 Health K-12 P.E. K-12 Gen. Science 5-9 Principal Certificate	4	4	Spring Lake Youth Academy was contracted to G4S on 7/1/2011 and was previously known as Peace River Youth Academy.
Lead Educator	Mary Shaw	B.A: Interdisciplinary Studies ESE K-12 MGIC	Less than 1 year	Less than 1 year	Spring Lake Youth Academy was contracted to G4S on 7/1/2011 and was previously known as Peace River Youth Academy.

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**Highly Qualified Instructional Coaches**

List your school’s highly qualified 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). The school may include the history of Adequate Yearly Progress (AYP). 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 AYP information along with the associated school year.

**Highly Qualified Teachers**

List your school’s highly qualified 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). The school may include the history of Adequate Yearly Progress (AYP).

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 AYP information along with the associated school year.
Math, Science, Vocational	Fred Albertelli	Professional Certificate BS in Computer Science; MBA Math 6-12 Mid Grades Sci 5-9 Bus Ed 6-12	Less than 1 year	1	Spring Lake Youth Academy was contracted by G4S on 7/1/2011 and was previously known as Peace River Youth Academy. New teachers were hired.

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**Highly Qualified Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Reimburse teachers for teacher test and certification fees	Lead Teacher	Ongoing	
2. Provide salary increases for teachers who obtain professional certification, highly qualified status in particular high need areas, and additional ESE certifications.	Lead Teacher	Ongoing	
3. Pay for teachers additional class work at local universities and colleges that will enable them to be highly qualified.	Lead Teacher	Ongoing	
4.			

***Non-Highly Qualified Instructors***

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Jan Jackson	Temporary Certificate BA: Criminology Elementary Education K-6	Reading, English, Social Studies	She will take courses needed to meet competencies for Reading Endorsement. Sent all documentation in to the state for certification. Has passed the tests and will be adding on English 6-12 and MGIC certifications after she receives her Professional Educator's Certificate covering Elementary Education K-6.

***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)).

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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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
2	0% (0)	100% (2)	0% (0)	0% (0)	0% (0)	50% (1)	0% (0)	0% (0)	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

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

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

Spring Lake Youth Academy’s reading plan is designed to be in accord with DeSoto County School District’s reading requirements for all students. Upon entering Spring Lake Youth Academy, students are administered the FAIR pre-test as well as other required state tests to determine a student’s reading proficiency. Teachers will also use other screening instruments such as prior FCAT reading scores and other formal assessments to determine a student’s reading proficiency. If a student has not scored a level 3 or higher on the FCAT they are enrolled in an intensive reading course. Students are expected to spend at least 90 minutes per day reading in their intensive reading class or other courses. Reading in courses other than intensive reading must be included in teachers’ lesson plans in order to document that students are reading 90 minutes every day.

The Lead Teacher and Reading Teacher will present reading data at full faculty meetings. They will also communicate reading strategies that all teachers should be using in their classrooms. The Lead Teacher will review lesson plans of all teachers to ensure that they are including appropriate reading strategies and ensure that teachers are implementing them in their instruction when doing classroom observations.

All academic teachers who do not possess a reading endorsement are required to work towards it or a content area reading endorsement. Teachers may enroll in professional development classes related to reading either by enrolling in the district’s in-service reading professional development or through Florida On-Line Reading Professional Development.

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### *\*High Schools Only*

Note: Required for High School- Sec. 1008.37(4), F.S., Sec. 1003.413(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?

All students are required to enroll in career courses. Teachers attempt to make the courses relevant by moving students through the continuum of knowledge in one discipline, applying that knowledge within that discipline, using that knowledge across disciplines, using the knowledge in real-world predictable situations and then applying that knowledge to real-world unpredictable situations by using the Application Model as much as possible in all courses. Learning is made more relevant to students through a variety of methods, including but not limited to authentic problems or tasks, connecting concepts to current issues or the future life of students, project learning, developing portfolios, role-playing, teaching other, etc.

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?

Upon entry and throughout the student's enrollment at Spring Lake Youth Academy, the student meets with the Lead Teacher to plan their course of study. E-peps are completed with middle school students, as well as any high school students who have not yet completed one at their previous school. The Lead Teacher, who is also the ESE teacher, develops an Individual Education Plan (for ESE students) or an Individual Academic Plan (for non-ESE students) through collaboration with the general education teacher that focuses on improvements in reading, writing and mathematics. The Lead Teacher also develops an Individualized Graduation Plan for all high school students that clarifies which courses they have completed and which courses they need to complete in order to meet graduation requirements, as well as a transition plan that includes the student's plans for their next educational placement and their career and job plans. All students are enrolled in either a vocational course or an academic course that includes elements of career planning. Upon entry students complete the Choices Interest Profile Survey which identifies their areas of job interest. Students use those results to research careers aligned with their interest results. They also complete a transition portfolio that contains their job research, a resume, sample job applications they have filled out, information on One-Stop Career Centers in their community, work samples and any certificates they earn at SLYA.

### *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.

This school is not included in the High School Feedback Report.

## **PART II: EXPECTED IMPROVEMENTS**

### **Reading Goals**

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

#### **Guiding Questions to Inform the Problem-Solving Process**

- Based on a comparison of 2009-2010 common assessment data and 2010-2011 common assessment data, what was the percent increase or decrease of students maintaining learning gains?

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- What percentage of students made learning gains?
- What was the percent increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

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

READING GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Percentage of students making learning gains in reading.</b>			1.1. Length of stay (typically only calendar 90 days).	1.1. Individualized reading goals are set for each student upon admission based on entry assessments, and reading instruction will be based on the areas of need identified on the FAIR pre-test given upon entry.	1.1. Lead Teacher and Reading Teacher	1.1. Bi-monthly progress monitoring of IEP and IAP reading goals	1.1. FAIR pre- and post test.
<u>Reading Goal #1:</u>							
75% of students will be expected to make gains in reading skills during their residence at Spring Lake Youth Academy which typically lasts 90 calendar days.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	No data due to the fact that Spring Lake Youth Academy was taken over by G4S on 7/1/2011.	75% of students will make a gain based on their Developmental Ability Score (DAS) on the FAIR pre-test and post-test comparisons.					
			1.2. Students often enter this DJJ program with large deficits in reading.	1.2. The teacher will use a variety of instructional materials and techniques, including one-on-one and direct instruction, modeling reading strategies, small group differentiated instruction, etc.	1.2. Lead Teacher	1.2. Bi-monthly progress monitoring. Classroom observations by the Lead Teacher.	1.2. FAIR pre- and post-test scores. Monthly walkthrough evaluations.
			1.3. ELL students have difficulty reading in vocational classes and academic classes because of language barriers	1.3. Enroll vocational and academic teachers in ESOL classes so that they learn strategies to help students read more proficiently.	1.3. Lead Teacher	1.3. Bi-monthly progress monitoring on ELL students' progress in reading from both vocational and academic teachers.	1.3. FAIR pre- and post-test, CELLA test results

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

Please note that each Strategy does not require a professional development or PLC activity.

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PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading in the content areas	6-12	College Instructor to be named	School-wide	Every other month at faculty meetings	Review of lesson plans and classroom observations by Lead Teacher	Lead Teacher
ESOL - Cross Cultural Communication	6-12	Laurie Graebner	School-wide	October 1, 2011- November 12, 2011	Review of lesson plans and classroom observations by Lead Teacher	Lead Teacher
Reading progress in intensive reading and English classes	6-12	Jan Jackson	School-wide	Monthly at progress monitoring meetings	Report FAIR reading gains and review of student progress in class	Lead Teacher

### Reading Budget

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading texts aligned with district core and supplementary approved material	Jamestown Critical Reading Series 6, 7, 8 McDougal Little Literary Series 6, 7, 8	Instructional Materials	\$3000
Library books & other reading materials	High interest reading materials for library and student check-out	School budget	\$1,000
			<b>Subtotal: \$4,000</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Focus on needed areas of improvement, such as reading comprehension, inference and vocabulary	New Century Education Reading program and training	Title I	\$13,000
			<b>Subtotal: \$13,000</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Enroll teachers in reading courses	State and district reading classes	Professional Development Budget	\$0 offered free through the district

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Enroll teachers in ESOL courses	State and district classes towards ESOL endorsement	Professional Development Budget	\$0 offered free through the district
			<b>Subtotal: \$0</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total: \$17,000</b>

### 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 2009-2010 common assessment data and 2010-2011 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)).

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
<b>1. Percentage of students making learning gains in mathematics.</b>			1.1. Students often enter this DJJ program with large deficits in math	1.1. The teacher will use a variety of instructional materials and techniques, including one-on-one and direct instruction, modeling math strategies, small group differentiated instruction, use of manipulatives, frequent review of basic math facts and concepts, etc.	1.1. Lead Teacher	1.1. Bi-monthly progress monitoring. Classroom observation by the Lead Teacher.	1.1. BASI and/or New Century Education pre- and post-test scores. Classroom walkthroughs
<b>Mathematics Goal #1:</b>							
75% of students will be expected to make gains in math skills during their residence at Spring Lake Youth Academy which typically lasts calendar 90 days.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	No data due to the fact that Spring Lake Youth Academy was taken over	75% of students will make a gain based on their Growth Scale Value (GSV) on the BASI pre-test					

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	by G4S on 7/1/2011.	and/or post-test comparisons or the New Century Education pre- and post-test.					
			1.2. Length of stay (typically 90 calendar days)	1.2. Individualized math goals are set for each student upon admission based on entry assessments, and mathematics instruction will be based on the areas of need identified on the BASI pre-test given upon entry.	1.2. Lead Teacher and Math Teacher	1.2. Bi-monthly progress monitoring of IEP and IAP math goals	1.2. BASI and/or New Century Education pre- and post-test scores.
			1.3. Students lack the ability to answer higher level thinking questions	1.3. Implement higher level thinking questions into weekly assignments	1.3. Lead Teacher and Math Teacher	1.3. Monitor student growth on district benchmark tests and BASI pre- and post-test comparisons	1.3. FCAT math, Algebra and Geometry EOC

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integrating math into career planning/vocational courses	6-12	College Instructor to be named	Career/Vocational Teacher	Every other month at faculty meetings	Review of lesson plans and classroom observations by Lead Teacher	Lead Teacher
District and state standards in mathematics	6-12	Lead Teacher	Math Teacher	7/1/11; monthly meetings	Review of teacher's lesson plans and classroom observations	Lead Teacher

**Mathematics Budget**

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

April 2011  
 Rule 6A-1.099811  
 Revised May 18, 2011

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Purchase new mathematics textbooks as needed	Pearson & other state-approved math vendors	Instructional Materials	\$3,000
			<b>Subtotal: \$3,000</b>
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Focus on each student's weakness in mathematics and provide opportunities for improvement in those identified skill areas.	New Century Education Mathematics program and training	Title I	\$13,000
			<b>Subtotal: \$13,000</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Enroll teachers in various district and state professional development trainings for math	Professional Development courses for mathematics	Professional Development Budget	\$1,000
Enroll teachers in ESOL courses	State and district classes towards ESOL endorsement	Professional Development Budget	\$0 offered free through the district
			<b>Subtotal: \$1,000</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total: \$17,000</b>

### *End of Mathematics Goals*

### **Career Education Goals**

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

#### **Guiding Questions to Inform the Problem-Solving Process**

- What career type does the program offer?
- How does the program provide career exploration for all students?
- What hands-on technical training does the program provide (type 3 programs)?
  - For type 3 programs what industry certifications are offered?
  - How many students earned industry certifications?

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- 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	
<b>1. Career Education Goal</b>		1.1. Due to this short length of stay (typically 90 calendar days) it may be difficult for students to earn a ½ credit in science and CTE courses prior to their exit.	1.1. Environmental Science and Environmental Technology courses will be block scheduled and integrated. The schools location on the Peace River will be used for outdoor science and environmental lessons and hands-on activities.	1.1. Lead Teacher/Principal and Science and CTE Teacher	1.1. Attendance/Bell Schedule	1.1. Student transcripts	
75% of students will earn ½ credit in a science and a career and technical course during their residence at Spring Lake Youth Academy.	2011 Current Level :*						2012 Expected Level :*
	No data due to the fact that Spring Lake Youth Academy was taken over by G4S on 7/1/2011.						75% of students will earn a ½ credit in a science and a career and technical course during their residence at Spring Lake Youth Academy.
		1.2.CTE courses do not hold the interest of students.	1.2. Develop interesting hands-on lesson plans and experiments/projects in the science and CTE courses.	1.2. Lead Teacher Science and CTE Teacher	1.2. Reviewing lesson plans and classroom observations.	1.2. Walkthroughs	
		1.3. Students are not aware of and do not understand the connection of what they are learning to possible job opportunities in the real world.	1.3. Allow students the opportunity for job research to form those connections using the internet and Choices.	1.3. CTE Teacher	1.3. Student work folders and completion of integrated science and CTE course objectives	1.3. Class work and student transition portfolios	

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<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integrating science into career/vocational courses	6-12	College Instructor to be named	Mr. Albertelli	Every other month at faculty meetings	Review of lesson plans and classroom observations by Lead Teacher	Lead Teacher
District and state standards in Environmental Science and Introduction to Environmental Technology	6-12	Lead Teacher	Career/vocational Teacher	10/1/11; monthly meetings	Review of teacher’s lesson plans and classroom observations	Lead Teacher

**Career Education Goal(s) Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science and vocational texts aligned with district core and supplementary approved material	Environmental Science and Vocational texts (Pearson, Holt McDougal)	Instructional Materials	\$4,000
Science Experiment Kits and microscope	Backyard science kits and microscope	Instructional Materials	\$2,000
			<b>Subtotal: \$6,000</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Procure teacher laptops to teach students how to organize data in graphs, charts, powerpoint presentations.	Dell laptop	Title I	\$2,000
Procure projector that can be attached to the computer to show/teach all students at one time how to organize data.	Projector that hooks to the computer	Title I	\$1,000
			<b>Subtotal: \$3,000</b>
Professional Development			

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Strategy	Description of Resources	Funding Source	Available Amount
Provide career/vocational teachers with skills needed to successfully teach all students in career/vocational classes	College coursework and district in-services	Professional Development Budget	\$1,000
			<b>Subtotal: \$1,000</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total: \$10,000</b>

*End of Career Education Goal(s)*

### Transition Goal(s)

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

#### Guiding Questions to Inform the Problem-Solving Process

- How does the program deal with transition planning (entry and exit transition)?
- How many students successfully transition (e.g., return to school, find employment)?

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

TRANSITION GOAL(S)			Problem-Solving Process to Increase Student Achievement				
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
<b>1. Transition Goal</b>			1.1. Lack of organized and more detailed plans/procedures that are more useful with assisting students to have a successful transition back to their community.	1.1. Develop a more systematic transition plan that focuses on a more detailed school reentry plan, employment plan, continuing goals and community support.	1.1. Lead Teacher	1.1. Evaluation of transition plans and follow-up information	1.1. Transition plans, Report on students' successful reentry to their communities.
All students are expected to have a transition plan in place prior to exiting the program that identifies their next school placement and/or recommended places	2011 Current Level :*	2012 Expected Level :*					
	No data due to the fact that G4S took over the contract for Spring Lake Youth Academy on 7/1/2011..	100% of students completing the program will have a transition plan					

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of employment and long term career goals.		identifying education and employment procedures and goals.					
			1.2. District sometimes disables computer access due to misuse of the computers	1.2. Get district approval to install the Insight program on the computers that restricts students from accessing inappropriate sites.	1.2. Lead Teacher	1.2.	1.2.
			1.3. Some employers are hesitant to employ students with a criminal background.	1.3. Develop a more cohesive working relationship with One-Stop Centers in the students' home communities.	1.3. Lead Teacher	1.3. Evaluation of transition plans and follow-up information	1.3. Transition plans, Report on students' successful reentry to their communities.

**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
New transition documentation	6-12	Mr. Pesta	Lead Teacher	9/30/11 – monthly meetings on implementation progress on new transition plan	Review of transition plans	Dr. Zeuli
Transition Planning through district in-service	6-12	Instructor to be named	Lead Teacher	9/30/11 – monthly meetings on implementation progress on new transition plan	Review of transition plans	Dr. Zeuli

**Transition Goal(s) Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal: \$0</b>
Technology			

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Strategy	Description of Resources	Funding Source	Available Amount
Insight computer software	Restricts students' access to inappropriate sites.	General budget	\$0 (Resources already purchased in 2011)
			<b>Subtotal: \$0</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Create cohesive working relationship with One-Stop Center in the area.	Lead Teacher makes appointment to visit One-Stop Center in the area and makes a arrangements for someone to come in and talk with students about current employment opportunities and how to access and use the services provided by One-stop Centers	General Budget	\$0
			<b>Subtotal: \$0</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total: \$0</b>

*End of Transition Goal(s)*

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

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

**Guiding Questions to Inform the Problem-Solving Process**

- What was the attendance rate for 2010-2011?
- How many students had excessive absences (10 or more) during the 2010-2011 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 2011-2012?
- How many students had excessive tardies (10 or more) during the 2010-2011 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 2011-2012?

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\* 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
<b>1. Attendance Goal # 1</b>		1.1.	1.1.	1.1.	1.1.	1.1.
<b>Not Applicable</b> <b>Spring Lake Youth Academy is a residential program not day treatment</b>	2011 Current Attendance Rate:*	2012 Expected Attendance Rate:*				
	<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>				
	2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)				
	<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>				
	2011 Current Number of Students with Excessive Tardies (10 or more)	2012-Expected Number of Students with Excessive Tardies (10 or more)				
	<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.

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

April 2011  
 Rule 6A-1.099811  
 Revised May 18, 2011

**2011-2012-School Improvement Plan Juvenile Justice Education Programs**

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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total:</b>

*End of Attendance Goals*

**FINAL 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
Reading texts aligned with district core and supplementary approved material	Jamestown Critical Reading Series 6, 7, 8	Instructional Materials	\$3,000
Library books and other reading materials	High interest reading materials for library and student check-out	School Budget	\$1,000
Purchase new mathematics textbooks as needed	Pearson & other state/approved math vendors	Instructional Materials	\$3,000
Science and vocational texts aligned with	Environmental Science and Vocational	Instructional Materials	\$4,000

**2011-2012-School Improvement Plan Juvenile Justice Education Programs**

district core and supplementary approved material	texts (Pearson, Holt McDougal)		
Science experiment kits and microscope	Backyard science kits and microscope	Instructional Materials	\$2,000
			<b>Subtotal: \$13,000</b>
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Focus on needed areas of improvement, such as reading comprehension, inference and vocabulary	New Century Education Reading program and training	Title I	\$13,000
Focus on each student's weakness in mathematics and provide opportunities for improvement in those identified skills	New Century Education Mathematics program and training	Title I	\$13,000
Procure laptops to teach students how to organize data in graphs, charts, powerpoints	Dell laptops	Title I	\$2,000
Procure projector that can be attached to the computer to show/teach all students at one time how to organize data	Projector that hooks to the computer	Title I	\$1,000
Insight Computer software	Restricts students' access to inappropriate sites	General Budget	\$0 (Resources already purchased in 2011)
			<b>Subtotal: \$29,000</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Enroll teachers in reading courses	State and district reading classes	Professional Development Budget	\$0 offered free through the district
Enroll teachers in ESOL courses	State and district classes towards ESOL endorsement	Professional Development Budget	\$0 offered free through the district
Enroll teachers in various district and state professional development trainings	Professional Development courses for mathematics	Professional Development Budget	\$1,000
Provide career/vocational teachers with skills needed to successfully teach all students in career/vocational classes	College coursework and district in-services	Professional Development Budget	\$1,000
Create cohesive working relationship with One-Stop Career Center in the area.	Lead Teacher makes appointment to visit One-Stop Career Center in the area and makes arrangements for someone to come in and talk with students about current employment opportunities and how to access and use the services provided.	General Budget	\$0
			<b>Subtotal: \$2,000</b>
<b>Other</b>			

**2011-2012-School Improvement Plan Juvenile Justice Education Programs**

Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total: \$44,000</b>

**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
Due to the residential nature of the program, Spring Lake Youth Academy’s operational budget provides any funds needed for the School Advisory Committee activities.	

Describe the activities of the School Advisory Council for the upcoming year.
The SAC will review the school improvement plan, monitor its implementation, review, amend, and approve the 2011-12 budget along with reviewing educational progress and policy changes over the school year.