

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2008 - 2009 SCHOOL IMPROVEMENT PLAN



School Name: ALACHUA REGIONAL JUVENILE DETENTION CENTER

District Name: Alachua

Principal: James H. Speer Jr.

SAC Chair: Diana McPherson

Superintendent: Dan Boyd

Date of School Board Approval: August 27, 2008

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

We will provide high quality instruction and student support services that will give each student a successful experience in education. Our mission is to allow them to see their full potential and become responsible and productive citizens who are prepared to successfully return to school, work, and home. We believe that education is a joint effort of the home, school, and community. We believe, as does the Legislature, that education is the single most important factor in the rehabilitation of adjudicated delinquent youth in the custody of the Department of Juvenile Justice in detention or commitment facilities.

SCHOOL PROFILE DEMOGRAPHICS

Regional Detention Center
Gender Race
89% male 2% Hispanic: Male 0% Hispanic: female
11% female 73% Black: Male 71% Black: female
22% White: Male 29% White: female
3% Other: Male 0% Other

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

Not Applicable

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Highly Qualified Administrators

James H. Speer Jr., Principal, M.Ed. Educational Leadership
- 8 Years in Alachua County School District
- 5 Years as a Teacher/Dean
- 3.5 Years as School Administration
- 1st Year as Horizon Center School Principal

Suzanne Keller, Assistan Principal, M.S. Educational Leadership
- 20 Years in Alachua County School District

- 9 Years as a Teacher
- 10 Years as a Behavior Resource Teacher
- 1st Year as a School Administrator

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

To retain quality teachers, administration attempts to provide a positive, safe, and orderly working environment. In addition, training is provided throughout the year to support teachers' efforts in the classroom and to foster individual professional growth.

[Show Attached Staff List](#)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

Our students will benefit from presentations of outside resources about life choices. Violence prevention programs are a requirement of DJJ quality assurance and are scheduled by the lead teacher.

School Wide Improvement Model

Note: Required for Title I

Beginning teachers participate in the districts induction program and consult with a Mentor Teacher. Teacher planning days and monthly staff meetings provide additional training and mentoring opportunities.

The school advisory council consists of nine members representing staff, parents, community, and administration. This group meets throughout the year a total of 4 times to review and approve various school initiatives, including the school budget.

NCLB Public School Choice

Note: Required for Title I

- Parents do not have Choice Options in this Juvenile Justice program.

[No Attached Public School Choice Notice to Parents file](#)

[No Attached Notification of SINI Status file](#)

Pre-School Transition

Note: Required for Title I

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

Beginning teachers participate in the districts induction program and consult with a Mentor Teacher. Teacher planning days and monthly staff meetings provide additional training and mentoring opportunities.

[No Attached Teacher Mentoring List](#)

Extended Learning Opportunities

Note: Required for Title I

Students receive extended learning opportunities through Hippodrome theater, various guest speakers, and the SBAC volunteer program. There is an extended opportunity for students during summer.

SCHOOLS GRADED C OR BELOW

Professional Development

Disaggregated Data

Not Applicable

Informal and Formal Assessments

FCAT and the district On Track Assessments.

Alternative Instructional Delivery Methods

Students are instructed by way of technology advanced methods.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning

GOALS

Goal: Reading

***Note: Required for Title I**
Scroll down for school data

- *Needs Assessment: Star Reading assessment indicates that students are averaging a 4th grade reading level. FCAT scores are consistently below grade level.

We did not have 50% of our lower 25% make learning gains. The percent proficient did not increase.

- *Objective: 65% of students will be proficient in reading (LV3 or above) or there will be a 10% decrease in Level I and Level II students.
- *Strategies:
 - Intensive reading course with a reading endorsed teacher
 - Direct teaching
 - Implement language curriculum
 - Computerized instruction
 - Small groups
 - KWL charts
 - Individualized education plans

- *Evaluation:
 - FCAT
 - Students will also use STAR reading and OWLS to reassess. Teachers will have access to all testing results.

- *Evidence-based Program(s): Star Reading SAR Language Plato Educational Options (CROP)
- *Professional Development:
 - Reading enhancement strategies directed by reading endorsed instructor.
 - PLATO training update
 - Compass Learning training update
 - Language curriculum training

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

*Non-Highly Qualified Instructors: Not Applicable

End of Reading Goal

Goal: Mathematics

***Note: Required for Title I**
Scroll down for school data

- *Needs Assessment: Star Math assessment indicates that students are averaging a 4th grade math level. FCAT scores consistently low in math. We did not have 50% of our students make learning gains in math. The lower 25% were unable to achieve learning gains as well.
- *Objective: 68% of students will be proficient in Mathematics (LV 3 and above) or there will be a 10% decrease in Level I and Level II students.
- *Strategies:
 - Small group instruction
 - Cooperative learning activities
 - Individualized education plans
 - Extended time on assignments
 - KWL Charts
 - Peer tutoring
- *Evaluation: STAR MATH and FCAT
- *Evidence-based Program(s): CROP
Plato
Math Blaster
Pre GED
- *Professional Development: PLATO training Fall 2008 by tech coordinator
Pre GED training
CROP training

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

*Non-Highly Qualified Instructors: Not Applicable

End of Mathematics Goal

Goal: Writing

*Note: Required for Title I
Scroll down for school data

- *Needs Assessment: OWLS Results Traditionally significantly
FCAT Results below grade level
- *Objective: 90% proficiency in writing (3 or higher) or 1% increase of students at LV 3 or above.
- *Strategies:
 - Small group instruction
 - Weekly writing prompts
 - Daily journal writing
 - University of Kansas Learning Strategy (sentence writing)
- *Evaluation: FCAT
OWLS
Teacher evaluation of daily journal & writing prompts.

*Evidence-based Program(s): FCAT
 OWLS
 Teacher evaluation of daily journal & writing prompts.

*Professional Development: Workshops provided by district
 PLATO update training Fall 2006
 CROP update training Fall 2006

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Writing Goal

Goal: Science

*Note: Required for Title I
 Scroll down for school data

*Needs Assessment: To increase student proficiency in science.

*Objective: Long term students will increase scores by 1% on FCAT.

*Strategies:

- Provide highly qualified instruction
- Small group instruction
- Extended time on assignment
- In-service training

*Evaluation: FCAT science scores.
 Teacher generated tests

*Evidence-based Program(s): CROP
 Island Finder
 PLATO
 Environmental Science (Holt, Rinehart, Winston)
 Pre GED

*Professional Development: District teacher in-service 2006-07 school year

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

*Non-Highly Qualified Instructors: Not Applicable

End of Science Goal

Goal: Parental Involvement

*Note: Required for Title I

- *Needs Assessment: Attendance and participation in outreach activities for parents continues to be an area of concern.
- *Objective: Increase number of the parents attending outreach activities.
- *Strategies:
 - Parent input through SAC
 - Parent conferences
 - Award ceremonies
 - Open house for parents
 - Develop and distribute fliers
- *Evaluation: Monitor participation at all parent outreach functions.
- *Evidence-based Program(s): NONE
- *Professional Development: NONE

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Parental Involvement Goal

Goal: Return on Investment

Needs Assessment: Not Applicable

End of Return on Investment Goal

ADDITIONAL GOALS

No Additional Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$0.00

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, junior high 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.

No. Disagree with the above statement.

Measures Being Taken to Comply with SAC Requirement

SAC Involvement

The school advisory council consists of nine members representing staff, parents, community, and administration. This group meets throughout the year a total of 4 times to review and approve various school initiatives, including the school budget.

SAC Members

Members

- 1) James Speer, Principal
- 2) Diana McPherson, SAC Chair
- 3) Kevin Peoples, Teacher
- 4) Gene Scott, Business Member
- 5) Leemon Shankle, Business Member
- 6) Tamara Barber, Parent

7) Patrick Miller, Community Member

8) Thomas Williams, Community Member

9) Linda Lovci, School Support Personnel

IMPLEMENTATION EVALUATION

Administrators will provide on-going observations of classrooms and programs throughout the school. Staff evaluations, FCAT scores and on-going academic assessments to monitor implementation of our plan.

REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 4										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 5										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 6										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 7										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 8										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 9										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 10										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 11										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

Baseline data aggregated at school level

	Reading Baseline Data	Mathematics Baseline Data	Writing Baseline Data	Science Baseline Data	Baseline Data
No data submitted					

AYP DATA

SCHOOL GRADE DATA

School District						
2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested

School District						
2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested

School District						
2005-2006						
	Reading	Math	Writing	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%			Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	% (0)			0		Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				0		
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested