FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) for Juvenile Justice Education Programs

2012–2013 PACE Center for Girls (5054)

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May 2012 Rule 6A-1.099811 Revised May 25, 2012

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

| School Name: PACE Center for Girls | District Name: Hillsborough |
|------------------------------------|--|
| Principal: Greg Harkins | Superintendent: Mary Ellen Elia |
| SAC Chair: Alicia Newcomb | Date of School Board Approval: pending |

Student Achievement Data:

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

Administrators

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

| Position | Name | Degree(s)/ | Number of | Number of Years | Prior Performance Record (include prior common assessment data |
|-----------|--------------|------------------------------|----------------|-----------------|--|
| | | Certification(s) | Years at | as an | learning gains). The school may include AMO progress along with the |
| | | | Current School | Administrator | associated school year. |
| Principal | Greg Harkins | Ed.S, Educational Leadership | 12 | 9 | 2011-2012 |
| _ | | M.S., Guidance and | | | 77% of students enrolled in Youth Services programs make academic gains in |
| | | Counseling | | | reading. |
| | | B.S. Psychology | | | 76% of students enrolled in Youth Services programs make academic gains in |
| | | | | | math. |
| | | Educational Leadership; | | | 2010-11 |
| | | Guidance and Counseling (K- | | | 71% of students enrolled in Youth Services programs make academic gains in |
| | | 12) | | | reading. |
| | | | | | 62% of students enrolled in Youth Services programs make academic gains in |
| | | | | | math. |
| | | | | | 2009-10 |

| | | | 8 | | 70% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. 2008-09 67% of students enrolled in Youth Services programs make academic gains in reading QA: 2009,-2010: (AP)67% of Youth Services programs receiving a QA review, recognized as exemplary by DOE / JJEEP 67% of students enrolled in Youth Services programs make academic gains in reading |
|----------------------------|------------|---|----|----|---|
| Lead Educator (A.P.) | Dean Byers | M.S., Educational Leadership Educational Leadership; Elementary Education (1-6); ESOL Endorsement; Gifted Endorsement | 14 | 10 | 2011-2012 77% of students enrolled in Youth Services programs make academic gains in reading. 76% of students enrolled in Youth Services programs make academic gains in math. 2010-11 71% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. 2009-10 70% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. 2009-10 70% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. 2008-09 67% of students enrolled in Youth Services programs make academic gains in reading. QA: 2009,-2010: (AP)67% of Youth Services programs make academic gains in reading. 67% of students enrolled in Youth Services programs make academic gains in reading. 67% of students enrolled in Youth Services programs make academic gains in reading. 67% of students enrolled in Youth Services programs make academic gains in reading. 67% of students enrolled in Youth Services programs make academic gains in reading. |

Instructional Coaches

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

| Subject | Name | Degree(s)/ | Number of | Number of Years as | Prior Performance Record (include prior common assessment |
|---------|-------------|------------------------|----------------|---------------------|---|
| Area | | Certification(s) | Years at | an | data learning gains). The school may include AMO progress |
| | | | Current School | Instructional Coach | along with the associated school year. |
| | | Bachelor's in English | | | 2011-2012 |
| Reading | Amy Acquino | Education | 4 | 4 | 77% of students enrolled in Youth Services programs make academic |
| | | | | | gains in reading. |
| | | English 6-12; Reading, | | | 76% of students enrolled in Youth Services programs make academic |
| | | Endorsed | | | gains in math. |
| | | | | | 2010-11 |
| | | | | | 71% of students enrolled in Youth Services programs make academic |
| | | | | | gains in reading. |
| | | | | | 62% of students enrolled in Youth Services programs make academic |
| | | | | | gains in math. |
| | | | | | 70% of students enrolled in Youth Services programs make academic |
| | | | | | gains in reading. |
| | | | | | 2008-09 |
| | | | | | 67% of students enrolled in Youth Services programs make academic |
| | | | | | gains in reading |
| | | | | | |

Effective and Highly Effective Teachers

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

| Subject Area | Name | Degree(s)/ Certification(s) | Number of Years at | Number of Years as an | Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress |
|--|----------------|---|-----------------------|--------------------------|--|
| | | Contineation(s) | Current School | Instructional Teacher | along with the associated school year. |
| English/ Language Arts, Reading | Allison Graham | Degrees: Bachelors <u>Certification:</u> English 5-9, Anglish 6-12, Reading (endorsement), ESOL (endorsement). | 4 | 5 | 2011-2012 77% of students enrolled in Youth Services programs make academic gains in reading. 76% of students enrolled in Youth Services programs make academic gains in math. 2010-11 71% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. 2009-10 70% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in reading. |
| Math | Mary Ross | Degrees: Bachelors <u>Certification:</u> Physics 5-9 | 1 | 1 | 2011-2012 77% of students enrolled in Youth Services programs make academic gains in reading. 76% of students enrolled in Youth Services programs make academic gains in math. 2010-11 71% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. 2009-10 70% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. 2009-10 70% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. |

| | Seneer 2007 2000 2000 2000 2000 2000 2000 200 | an suvenice subtree Eu | | | - |
|--------------------|---|---|---|---|--|
| Social Sciences | Deborah Snell-Yandila | Degrees: Bachelors <u>Certification:</u> Social Sciences 5-9 | 3 | 3 | 2011-2012 77% of students enrolled in Youth Services programs make academic gains in reading. 76% of students enrolled in Youth Services programs make academic gains in math. 2010-11 71% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. 2009-10 70% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. 2009-10 70% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. |
| Science | Shakira Crawley | Degrees: Bachelors <u>Certification:</u> Social Sciences 5-9 | 2 | 2 | 2011-2012 77% of students enrolled in Youth Services programs make academic gains in reading. 76% of students enrolled in Youth Services programs make academic gains in math. 2010-11 71% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. 2009-10 70% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. 2009-10 70% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. |
| ESE | Kheilani Parker | Degrees: Bachelors Certification: ESE K-12 ESOL endorsement | 5 | 8 | 2011-2012 77% of students enrolled in Youth Services programs make academic gains in reading. 76% of students enrolled in Youth Services programs make academic gains in math. 2010-11 71% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. 2009-10 70% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. 2009-10 70% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. |

Effective and Highly Effective Teachers

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

| Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|--------------------------|---|---------------------------|--|
| 1. Teacher Interview Day | Administrative Team | June 2013 | |
| 2. Performance Pay | General Director of Federal Programs | July 2013 | |
| 3. Facility Orientations | Assistant Principals | August 2012 | |
| 4. Subject Area Meetings | Assistant Principal | Ongoing | |
| 5. Mentor Program | Assistant Principal | Ongoing | |
| 6. Site-Based PLC's | Assistant Principal | Ongoing | |
| 7. Site-Based Meetings | Assistant Principal | Ongoing | |
| 8. Teacher Incentives | Principal | Ongoing | |

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who are NOT highly effective. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

| Number of staff and paraprofessionals that are teaching out-of-field and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
|--|---|
| (50%) 2 | District provided certification courses and professional development. |

Staff Demographics

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

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

| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers with 6-14 Years of Experience | % of Teachers with 15+ Years of Experience | % of Teachers with Advanced Degrees | % Highly Effective Teachers | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed Teachers |
|---|-----------------------------|--|---|--|---|-----------------------------------|-----------------------------------|--|--------------------------------|
| 4 | (1) 25% | 50% (2) | 25% (1) | 0% (0) | 0% (0) | 100% (4) | 25% (1) | 0% (0) | 25% (1) |

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 |
|----------------|---------------------------|-----------------------|--|
| Dean Byers | All Teachers at AMI-Tampa | District EET Program | Bi-Annual Evaluations, Pop-ins, Informal observations |
| David Giberson | Vincent Smiley | District EET Program | Bi-Annual Evaluations, Pop-ins, Informal observations |

*Grades 6-12 Only- Sec. 1003.413 (2)(b) F.S

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

Our students are immersed in written language in all curriculum areas. Every content area teacher is expected to provide direct reading instruction. Embedded in each curriculum, reading is taught as a process. We ensure this practice through our content area formative assessments, Fidelity checks, CRISS walk-throughs, and Reading Coach modeling of best practices. Additionally, we will incorporate reading strategy training into our PLC's and identify key tools that we will rotate across the curriculums on a bi-weekly basis.

*High Schools Only

Note: Required for High School- Sec. 1003.413 (2)(g)(j) F.S. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

We also provide multiple opportunities for team planning and collaboration. By planning as a team, our teachers are able to identify common elements in their lessons and emphasis their importance across the content areas.

Finally, each content area teacher provides "real-world" correlations within their content areas. Students are allowed to experience how the content of their courses is utilized by different fields of study.

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?

Our guidance counselors are equipped with programs of study to help guide students to their educational pathway. The Program of Study for High School students maps out the courses and timeline for students to be program completers and successfully transition to post secondary institutions. Mr. Jerry Nash and Mrs. Yvonne Wirges provide guidance services to students enrolled in a Youth Services program.

Specifically at Youth Services, we offer students access to the PSAT and standardized college test preparations, ASVAB testing, and GED test preparation.

All 8th -12th grade students work with their guidance counselor to identify diploma options available to HS students and courses appropriate to the career interests.

All 7th grade students participate in the career education component through either their M/J Civics or PCSD course.

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.

Specifically at Youth Services, we offer students access to the PSAT and standardized college readiness test preparations, ASVAB testing, and GED and test preparation.

All 8th-12th grade students work with their guidance counselor to identify diploma options available to HS students and courses appropriate to the career interests.

All 7th grade students participate in the career education component through either their M/J Civics or PCSD course.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Guiding Questions to Inform the Problem-Solving Process

Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains?

- What percentage of students made learning gains?
- What was the percent increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?

• What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

| [*] When using percentages, include the number of students the percentage represents (e.g., 70% (35)). |
|---|
| when using percentages, merude the number of students the percentage represents (e.g., 70% (55)). |

| READING GO | OALS | | Problem-Solving Process to Increase Student Achievement | | | | | | |
|--|--|---|---|---|---|---|--|--|--|
| Based on the analysis of student achiever "Guiding Questions", identify and d improvement for the follow | define areas in need of | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | | |
| Services students who increase their reading post- | Current of mance:*2013 Expected of Performance:*of13% of students ase their increase their RCA Reading ingposttest. | attended school on a regular basis prior to court-ordered residential placement and are therefore significantly below grade level in reading. | Strategy: All students enrolled in a Youth Services program with a FCAT level 1 or 2 will be enrolled in a 150 minute block of Intensive Reading and Language Arts. <u>Action Steps</u> The core program is classroom based instruction on the essential standards. It involves a viable core curriculum that embeds monitoring for all students. Within the core program, teachers use interventions such as researched based instructional strategies, flexible grouping for differentiated instruction and frequent progress monitoring to maximize student learning. These interventions are in addition to classroom learning, not in place of classroom learning. This year our school is focusing on the following strategies, materials and techniques in our core program: • Use of Reinforcement Instructional Calendars, | Classroom Walk - throughs Reading Checks conducted by Principal, AP, and Reading coaches will be documented in "Classroom Observation Notebooks". Mock QA Team, Lead teachers, and Subject Area leaders will use content-area classroom instruments. Information will be used to provide assistance in classrooms. It will also be used as a tool | The DJJ Common Assessment | 1.1. FAIR Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests | | | |

| 2012-2015 School Implovement I | ian suvenite sustice Education | 1 1 Ugi anis | | - | |
|--------------------------------|--------------------------------|--|------------------|---------------------------------|--|
| | | School-wide academic | | Students enrolled during the | |
| | | recognition programs | Second Nine Week | 2013 FCAT 2.0 Reading | |
| | | | Check | administration will participate | |
| | | • Marzano's Research- | | in all tests. | |
| | | Based Strategies for | See Above | | |
| | | Increasing Student | | Fourth Nine Weeks: | |
| | | Achievement. These | Third Nine Week | Semester exams and teacher | |
| | | | Check | made tests. | |
| | | following: | | | |
| | | Identifying Similarities | See Above | Data from all of the | |
| | | and Differences | | instruments identified above | |
| | | 1. Summarizing and Note | Fourth Nine week | will be used to determine | |
| | | Taking | Check | student progress during their | |
| | | | CHEEK | enrollment at a Youth Services | |
| | | 2. Reinforcing Effort and Providing Recognition | See Above | school site. PLC's will analyze | |
| | | 3. Practice | | data and identify areas of | |
| | | 4. Nonlinguistic | | strength and need to better | |
| | | | | augment student learning | |
| | | Representations | | | |
| | | 5. Cooperative Learning | | gains <u>.</u> | |
| | | 6. Setting Objectives and | | | |
| | | Providing Feedback | | | |
| | | 7. Generating and Testing | | | |
| | | Hypotheses | | | |
| | | 8. Cues, Questions and | | | |
| | | Advance Organizers | | | |
| | | Building effective | | | |
| | | lesson plans with the | | | |
| | | following components: | | | |
| | | Teacher explicit instruction | | | |
| | | 1. Teacher modeled | | | |
| | | example | | | |
| | | 2. Guided practice | | | |
| | | 3. Check for | | | |
| | | understanding | | | |
| | | Higher order questioning | | | |
| | | (Read and Think Deeply) | | | |
| | | CRISS strategies | | | |
| | | Cornell Notes | | | |
| | | | | | |
| | | • Teacher-Student Data | | | |
| | | Chats every nine weeks | | | |
| | | • Differentiated | | | |
| | | Instructional Strategies | | | |
| | | Mid-Term progress | | | |
| | | reports | | | |
| | | | | | |

| | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
|--|------|------|------|------|------|
| | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

Reading Professional Development

| Professi | 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 | | | | |
| AMI-Tampa Site-Based PLC | 6-12 | Vincent Smiley | AMI-Tamp Teachers | Tuesdays, bi-monthly 45 minutes during common planning period | Collaborative Planning (weekly) Student Exit Data Analysis | Greg Harkins, Principal Carole Fernandez, Assist Principal | | | | |
| Youth Services PLC Leadership Team (Problem Solving Team) | 6-12 | Alicia Newcomb | YS PLC Leaders | At least 1x Quarterly, Early Release Day, 45 minutes | STAR Mid-Year Report STAR EOY Report | Greg Harkins, Principal Carole Fernandez, Assistant Principal | | | | |
| English / Language Arts (MS and HS) | | Sylvia Albritton | YS English, Language Arts, and Reading Teachers | 3 rd Tuesday of the month 45 minutes during common planning period | STAR Mid-Year Report STAR EOY Report | Greg Harkins, Principal Carole Fernandez, Assistant Principal | | | | |
| Youth Services School Wide PLC | 6-12 | Greg Harkins | YS Faculty and Staff | 1 st Friday of the month, 3 hours | Workplace Readiness Mid-Year Report Workplace Readiness EOY Report | Greg Harkins, Principal | | | | |

Reading Budget (Insert rows as needed)

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

Unless our District is able to provide SAC funds, we have \$0 available for the classroom or teacher professional development. However, we do receive a tremendous amount of support from various outside sources. The items listed below are essential to our continued improvement and were approved by our faculty as a part of their SIP.

| I | an suvenic sustice Education 1105 | | |
|---|---|--|------------------|
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| CRISS Training | District paid training | HCPS | \$0 |
| Kagan Training | District Paid Training | HPS | \$0 |
| Reading Endorsement Courses | District paid training | HCPS | \$0 |
| School Improvement Coordinator (SIC): SIC will provide staff development training to YS PLC's | No funds available, volunteer position elected by the SAC to assist the administrative team with the implementation of the FCIM. | Volunteer Position | \$0 |
| | | | Subtotal: \$0 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| A+ Training: SIC will provide hands-on training on the ALS CAI curriculum | Training provided by Youth Services Personnel to Youth Services teachers | A+ Training: SIC will provide hands-on training on the ALS CAI curriculum | \$0 |
| Read 180 Training | District Paid Training | Read 180 Training for Reading Teachers | \$0 |
| | | | Subtotal: \$0 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| 2012 Drop Out Prevetion Conference: Administration, SAL's, Mock QA Team, Instructional Presenters attend training to gain knowledge on best practices and changes impacting DJJ educational programs. | Grant provided by the Director of Non- Traditional Programs Internal School Fund | Grant | \$0 |
| Differentiated Instruction | Teachers will participate in ongoing school wide trainings to help them learn to implement DI strategies in all classrooms. | NA | \$0 |
| Gardener's Multiple Intelligence | District Paid Training | HCPS | \$0 |
| | | | Subtotal: \$0 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Mock QA Reviews: Mock QA Team will provide on-site reviews, classroom walk-throughs, and technical assistance to all JJEEP reviewable programs at least once per year | No funds available | NA | \$0 |

End of Reading Goals

Mathematics Goals

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

Guiding Questions to Inform the Problem-Solving Process

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

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

| MATHEMATIC | CS GOALS | | Problem-Solving Pro | cess to Increase | Student Achievement | |
|--|--|---|---|---|--|---|
| "Guiding Questions", identify an | 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: | | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| The percentage of students who increase their math post-test scores on the CA Math post-test will increase from 62% to 64% by May 2012. | 2 Current 2013 Expected vel of Level of formance:* Performance: % of 64% of idents students | therefore significantly below grade level in math. | Youth Services program will participate in "year-round" school. Students will adhere to a modified school calendar that includes 240 instructional days. Students will receive prescriptive written plans, Individual Academic Plans (IAP) that are reviewed at least monthly by all teachers. Students will follow the HCPS pupil progression plan. Students will receive remedial instruction and strategies based on their needs as | PLC Leadership Team Subject Area Leaders School Improvement Coordinator <u>How</u> PLC Leaders will conduct bi-monthly site-based PLC meetings to review data collected on QCA, mini-lessons, and mini-assessments. Subject Area Leaders will conduct monthly content area PLC meetings to review data collected on | The DJJ Common Assessment will be administered to all residential and day treatment students within 10 days of entry to the programs. The Djj Common Assessment will be administered to all residential and day treatment students within 30 days of exit or at least annually. | 1.1. Florida Achieves Assessments Formative Assessments Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests |

| 2012-2015 School Implovement 1 id | an ou chine e | | 0 | | |
|-----------------------------------|---------------|---------------------------------------|--------------------------------|------------------------|---------------------------------|
| | | | Students will participate in | Florida Achieves, and | collected will drive content |
| | | c c c c c c c c c c c c c c c c c c c | curriculum with math | district formative | area PLC's. |
| | | | nstruction embedded across | | |
| | | | | | Mid-Term Exams |
| | | ć | | 1 8 | viid-Term Exams |
| | | | | embedded | |
| | | 4 | Action Steps | assessments and | Second Nine Week Check |
| | | | The core program is | teacher made tests and | Students will participate in |
| | | | | | district Formative Assessments. |
| | | | on the essential standards. It | | Teachers will monitor student |
| | | | | | |
| | | | | | progress and proficiency with |
| | | 0 | curriculum that embeds | facilitate monthly | the Florida Achieves lessons |
| | | I | nonitoring for all students. | school-wide PLC | and assessments. Data |
| | | | | meetings to review | collected will drive content |
| | | | 1 0 | | area PLC's. |
| | | | | | |
| | | | | QCA, mini-lessons, | |
| | | | | | Semester exams and teacher |
| | | f | flexible grouping for | | made tests. |
| | | | differentiated instruction and | PLC Leadership | |
| | | | frequent progress monitoring | | Third Nine Week Check |
| | | | | | Students will participate in |
| | | | | | |
| | | | | | district Formative Assessments. |
| | | | | | Teachers will monitor student |
| | | t | to classroom learning, not in | and problems | progress and proficiency with |
| | | t | place of classroom learning. | encountered and work | the Florida Achieves lessons |
| | | 1 | Ũ | | and assessments. Data |
| | | | | | collected will drive content |
| | | | 0 0 | | |
| | | | strategies, materials and | | area PLC's. |
| | | | 1 | First Nine Week | |
| | | I | program: | Check | Mid-Term Exams |
| | | | Use of Reinforcement | See Above | |
| | | | Instructional Calendars, | | Students enrolled in grades 6-8 |
| | | | | | during the 2013 FCAT 2.0 |
| | | | | | Math administration will |
| | | | | | |
| | | | School-wide academic | See Above | participate in all tests. |
| | | | recognition programs | | |
| | | | every nine weeks | Third Nine Week | Students taking Algebra I, IB |
| | | | | Check | or Geometry will participate in |
| | | | | | their respective EOC |
| | | | Dused Bullegies 101 | | administrations. |
| | | | Increasing Student | | |
| | | | Achievement. These | | |
| | | | strategies include the | | Fourth Nine Weeks: |
| | | | following: | | Semester exams and teacher |
| | | | Identifying Similarities | | made tests. |
| | | | and Differences | | |
| | | | | | Data from all of the |
| | | | 1. Summarizing and | | |
| | | | Note | | instruments identified above |
| | | | | | will be used to determine |

| 2012-2015 School Implovement | iun ouvenn | e sustice Eudeation | 0 | | | |
|------------------------------|------------|---------------------|--|------|---------------------------------|------|
| | | | Taking | | student progress during their | |
| | | | 2. Reinforcing Effort | | enrollment at a Youth Services | |
| | | | and Providing | | school site. PLC's will analyze | |
| | | | Recognition | | data and identify areas of | |
| | | | 3. Practice | | strength and need to better | |
| | | | 4. Nonlinguistic | | augment student learning | |
| | | | Representations | | gains. | |
| | | | 5. Cooperative | | | |
| | | | Learning | | | |
| | | | 6. Setting Objectives | | | |
| | | | and Providing | | | |
| | | | Feedback | | | |
| | | | 7. Generating and | | | |
| | | | | | | |
| | | | Testing Hypotheses | | | |
| | | | 8. Cues, Questions and | | 1 | |
| | | | Advance Organizers | | | |
| | | | | | | |
| | | | Building effective | | | |
| | | | lesson plans with the | | | |
| | | | following components: | | | |
| | | | 1. Teacher explicit | | | |
| | | | instruction | | | |
| | | | 2. Teacher modeled | | | |
| | | | example | | | |
| | | | 3. Guided practice | | | |
| | | | 4. Check for | | | |
| | | | understanding | | | |
| | | | • | | | |
| | | | • Higher order questioning | | | |
| | | | (Read and Think Deeply) | | | |
| | | | CRISS strategies | | | |
| | | | Cornell Notes | | | |
| | | | • Teacher-Student Data | | | |
| | | | Chats every nine weeks | | | |
| | | | • Differentiated | | | |
| | | | Instructional Strategies | | | |
| | | | - | | | |
| | | | Mid-Term progress | | | |
| | | | reports | | | |
| | | 1.0 | 1.2 | 1.0 | 1.2 | 1.0 |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| | | 1.3. | 1.3. | 1.3. | 1.5. | 1.3. |
| | | | | | | |

Algebra End-of-Course (EOC) Goals

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

| Algebra | EOC Goals | 5 | | Problem-Solving | Process to Increase | Student Achievemen | t |
|---|--|---|--|---|---|---|-----------------|
| Based on the analysis of studen "Guiding Questions", identify and for the fol | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring at Acl | hievement Le | vel 3 in Algebra. | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| The percentage of students scoring Level 3on the Florida Algebra I EOC will | students scored Level 3(299 SS) on the 2012 of the | of Performance:* 20% of our students will score Level 3 or higher on the Florida Algebra I EOC during the 2012-13 school | not attended school on a regular basis prior to court-ordered residential placement | Individual Academic Plans (IAP) that are reviewed at least monthly by all teachers. Students will follow the HCPS pupil progression plan. Students will receive remedial instruction and strategies based on their needs as identified on the TABE, STAR, Springboard, and Florida Achieves lessons. Students will participate in curriculum with math instruction embedded across all content areas. <u>Action Steps</u> The core program is classroom based instruction on the essential standards. It involves a viable core curriculum that embeds monitoring for all students. | PLC Leaders will conduct bi-monthly site- based PLC meetings to review data collected on QCA, mini-lessons, and mini-assessments. Subject Area Leaders will conduct monthly content area PLC meetings to review data collected on Florida Achieves, and district formative assessments, Springboard embedded assessments and teacher made tests and exams. Administration will facilitate monthly school-wide PLC | and Site-Based PLC's. The DJJ Common Assessment will be | |

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| 2012-2013 School Improvement | and suvenine s | ustice Education | 8 | | | |
|------------------------------|----------------|------------------|---|---------------------------|--------------------------------|--|
| | | | teachers use interventions | Team/Problem Solving | progress and proficiency with | |
| | | | | | the Florida Achieves lessons | |
| | | | instructional strategies, | to review data collection | and assessments. Data | |
| | | | flexible grouping for | and problems | collected will drive content | |
| | | | | encountered and work to | area PLC's. | |
| | | | and frequent progress | identify possible | | |
| | | | monitoring to maximize | solutions. | Semester exams and teacher | |
| | | | student learning. These | | made tests. | |
| | | | interventions are in addition | First Nine Week Check | | |
| | | | to classroom learning, not in | | Third Nine Week Check | |
| | | | place of classroom learning. | | Students will participate in | |
| | | | | Second Nine Week | district Formative | |
| | | | | Check | Assessments. | |
| | | | | See Above | Teachers will monitor student | |
| | | | techniques in our core | | progress and proficiency with | |
| | | | program: | Third Nine Week Check | the Florida Achieves lessons | |
| | | | • Use of Reinforcement | | and assessments. Data | |
| | | | Instructional | | collected will drive content | |
| | | | Calendars, Mini- | | area PLC's. | |
| | | | Lessons and Mini- | | | |
| | | | Assessments | | Mid-Term Exams | |
| | | | School-wide academic | | | |
| | | | recognition programs | | Students enrolled in grades 6- | |
| | | | every nine weeks | | 8 during the 2013 FCAT 2.0 | |
| | | | Marzano's Research- | | Math administration will | |
| | | | Based Strategies for | | participate in all tests. | |
| | | | Increasing Student | | | |
| | | | Achievement. These | | Students taking Algebra I, IB | |
| | | | strategies include the | | or Geometry will participate | |
| | | | following: | | in their respective EOC | |
| | | | Identifying Similarities and | | administrations. | |
| | | | Differences | | | |
| | | | Summarizing and Note | | Fourth Nine Weeks: | |
| | | | Taking | | Semester exams and teacher | |
| | | | Reinforcing Effort and | | made tests. | |
| | | | Providing Recognition | | | |
| | | | Practice | | Data from all of the | |
| | | | Nonlinguistic | | instruments identified above | |
| | | | Representations | | will be used to determine | |
| | | | Cooperative Learning | | student progress during their | |
| | | | Setting Objectives and | | enrollment at a Youth | |
| | | | Providing Feedback | | Services school site. PLC's | |
| | | | Generating and Testing | | will analyze data and identify | |
| | | | Hypotheses | | areas of strength and need to | |
| | | | Cues, Questions and | | better augment student | |
| | | | Advance Organizers | | learning gains <u>.</u> | |
| | | | | | | |

| 2012-2015 School Improvement I fan Suvenne | Justice Luucation | 1108141110 | | | |
|--|--|---|---|--|---|
| | | Building effective lesson plans with the following components: Teacher explicit instruction Teacher modeled example Guided practice Check for understanding Higher order questioning (Read and Think Deeply) CRISS strategies • Cornell Notes • Teacher-Student Data Chats every nine weeks • Differentiated Instructional Strategies • Mid-Term progress reports | | | |
| | | | | | |
| Based on the analysis of student achievement data, and reference to | Anticipated Barrier | Strategy | Person or Position | Process Used to Determine | Evaluation Tool |
| "Guiding Questions", identify and define areas in need of improvement | | | Responsible for Monitoring | Effectiveness of | |
| for the following group: | | | | Strategy | |
| 2. Students scoring at or above Achievement Levels 4 | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| and 5 in Algebra. | | | | | |
| 5 | Mony students how | All students enrolled in a | 11 22 0 | Data Analysis with School-wide and Site-Based PLC's. | Florida Achieves Assessments Formative Assessments |
| Algebra Goal #2: 2012 Current 2013 Expected Leve | Many students have not attended school on | Youth Services program | i interpar | and She-Dased FLC 8. | Springboard Embedded |
| Level of of Performance:* | a regular basis prior to | will participate in "year- round" school. Students | PLC Leadership Team Subject Area Leaders | The DJJ Common | Assessments |
| The percentage of students | court-ordered | will adhere to a modified | School Improvement | Assessment will be | Mid-Term Exams |
| scoring Level 4 and 5 on 0% (0/3) of our 20% of our students students scored will score Level 3 or | residential placement | school calendar that | Coordinator | auministered to an residential | Semester Exams |
| the Florida Algebra I EOC Level 3(299 SS) higher on the Florida | and are therefore | includes 240 instructional | | and day treatment students | Teacher Made Tests |
| will increase from 0% to on the 2012 of the Algebra I EOC durin | significantly below | days. Students will receive | | within 10 days of entry to the | |
| 5% by May 2012. Florida Algebra I the 2012-13 school | grade level in math. | prescriptive written plans, | PLC Leaders will | programs. | |
| EOC year. | | Individual Academic Plans | conduct bi-monthly site- | | |
| | | (IAP) that are reviewed at | based PLC meetings to | The Djj Common Assessment will be | |
| | | least monthly by all | review data collected on | administered to all residential | |
| | | teachers. Students will | QCA, mini-lessons, and | and day treatment students | |
| | | follow the HCPS pupil | | within 30 days of exit or at | |
| | | progression plan. Students will receive remedial | | least annually. | |
| | | instruction and strategies | will conduct monthly | | |
| | | based on their needs as | content area PLC | First Nine Week Check | |
| | | identified on the TABE, | meetings to review data | Students will participate in | |
| | | fuentified on the TABE, | incerings to review data | district Formative | |

| 2012-2015 School Improvement I | lun guvenne gustice Education | 0 | | |
|--------------------------------|-------------------------------|---|--------------------------|--------------------------------|
| | | | collected on Florida | Assessments. |
| | | Florida Achieves lessons. | Achieves, and district | Teachers will monitor student |
| | | | formative assessments, | progress and proficiency with |
| | | | Springboard embedded | the Florida Achieves lessons |
| | | curriculum with math | assessments and teacher | and assessments. Data |
| | | | | |
| | | instruction embedded across | made tests and exams. | collected will drive content |
| | | all content areas. | | area PLC's. |
| | | | Administration will | |
| | | Action Steps | facilitate monthly | Mid-Term Exams |
| | | The core program is | school-wide PLC | |
| | | | meetings to review data | Second Nine Week Check |
| | | | | Students will participate in |
| | | | | |
| | | It involves a viable core | lessons, and mini- | district Formative |
| | | curriculum that embeds | assessments | Assessments. |
| | | monitoring for all students. | | Teachers will monitor student |
| | | Within the core program, | PLC Leadership | progress and proficiency with |
| | | | Team/Problem Solving | the Florida Achieves lessons |
| | | | Team will meet quarterly | |
| | | instructional strategies, | 1 1 | collected will drive content |
| | | | | |
| | | | and problems | area PLC's. |
| | | | encountered and work to | |
| | | | identify possible | Semester exams and teacher |
| | | monitoring to maximize | solutions. | made tests. |
| | | student learning. These | | |
| | | interventions are in addition | First Nine Week Check | Third Nine Week Check |
| | | to classroom learning, not in | | Students will participate in |
| | | place of classroom learning. | See Above | district Formative |
| | | | | |
| | | | Second Nine Week | Assessments. |
| | | focusing on the following | <u>Check</u> | Teachers will monitor student |
| | | strategies, materials and | | progress and proficiency with |
| | | techniques in our core | | the Florida Achieves lessons |
| | | program: | Third Nine Week Check | and assessments. Data |
| | | • Use of Reinforcement | | collected will drive content |
| | | Instructional | | area PLC's. |
| | | | | |
| | | Calendars, Mini- | | |
| | | Lessons and Mini- | | Mid-Term Exams |
| | 1 1 | Assessments | | |
| | | School-wide academic | | Students enrolled in grades 6- |
| | | recognition programs | | 8 during the 2013 FCAT 2.0 |
| | | every nine weeks | | Math administration will |
| | | Marzano's Research- | | participate in all tests. |
| | | | | r ······r····r····· |
| | | Based Strategies for | | Students taking Algebra I IP |
| | 1 1 | Increasing Student | | Students taking Algebra I, IB |
| | 1 | Achievement. These | | or Geometry will participate |
| | 1 | strategies include the | | in their respective EOC |
| | 1 | following: | | administrations. |
| | 1 | 5 | | |
| · · · | | | | - |

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| i ovemene i kan ouvenne o | ustice Education 1 rograms | | |
|---------------------------|------------------------------|--------------------------------|--|
| | Identifying Similarities and | Fourth Nine Weeks: | |
| | Differences | Semester exams and teacher | |
| | Summarizing and Note | made tests. | |
| | Taking | | |
| | Reinforcing Effort and | Data from all of the | |
| | Providing Recognition | instruments identified above | |
| | Practice | will be used to determine | |
| | Nonlinguistic | student progress during their | |
| | Representations | enrollment at a Youth | |
| | Cooperative Learning | Services school site. PLC's | |
| | Setting Objectives and | will analyze data and identify | |
| | Providing Feedback | areas of strength and need to | |
| | Generating and Testing | better augment student | |
| | Hypotheses | learning gains <u>.</u> | |
| | Cues, Questions and | | |
| | Advance Organizers | | |
| | | | |
| | Building effective lesson | | |
| | plans with the following | | |
| | components: | | |
| | Teacher explicit instruction | | |
| | Teacher modeled example | | |
| | Guided practice | | |
| | Check for understanding | | |
| | Higher order questioning | | |
| | (Read and Think Deeply) | | |
| | CRISS strategies | | |
| | Cornell Notes | | |
| | • Teacher-Student Data | | |
| | Chats every nine weeks | | |
| | • Differentiated | | |
| | Instructional Strategies | | |
| | • Mid-Term progress | | |
| | reports | | |
| | 10porto | | |
| 1 | 1 | I I | |
| | | | |

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

| Geometry EOC Goals | Problem-Solving Process to Increase Student Achievement |
|--------------------|---|
| | |

| "Guiding Questions", identify an | ding Questions", identify and define areas in need of improvement for the following group: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|---|--|--|--|
| 1. Students scoring at Ac Geometry. | hievement Le | evel 3 in | 1.1. | | 1.1. <u>Who</u> | 1.1.Data Analysis with School-wide | |
| Geometry Goal #1: In 2011-12, 0% (0/1) of students passed the 2012 Florida Geometry EOC assessments. | 2012 Current Level of Performance:* 0% | 2013 Expected Level of Performance:* 5% | Many students have not attended school on a regular basis prior to court-ordered residential placement and are therefore significantly below grade level in math. | Youth Services program will participate in "year- round" school. Students will adhere to a modified school calendar that includes 240 instructional days. Students will receive prescriptive written plans, Individual Academic Plans (IAP) that are reviewed at least monthly by all teachers. Students will follow the HCPS pupil progression plan. Students will receive remedial instruction and strategies based on their needs as identified on the TABE, STAR, Springboard, and Florida Achieves lessons. Students will participate in curriculum with math instruction embedded across all content areas. <u>Action Steps</u> The core program is classroom based instruction on the essential standards. It involves a viable core curriculum that embeds monitoring for all students. | Principal PLC Leadership Team Subject Area Leaders School Improvement Coordinator <u>How</u> PLC Leaders will conduct bi-monthly site-based PLC meetings to review data collected on QCA, mini-lessons, and mini- assessments. Subject Area Leaders will conduct monthly content area PLC meetings to review data collected on Florida Achieves, and district formative assessments, Springboard embedded assessments and teacher made tests and exams. Administration will facilitate monthly school-wide PLC | and Site-Based PLC's. The DJJ Common Assessment will be administered to all residential and day treatment students within 10 days of entry to the programs. The DJJ Common Assessment will be administered to all residential and day treatment students within 30 days of exit or at | Formative Assessments Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests |
| | | | | and frequent progress monitoring to maximize | identify possible solutions. | Semester exams and teacher | |

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|---------------------------------------|-------------------------------|-----------------------|--------------------------------|--|
| | student learning. These | | made tests. | |
| | interventions are in addition | First Nine Week Check | | |
| | to classroom learning, not in | See Above | Third Nine Week Check | |
| | place of classroom learning. | | Students will participate in | |
| | This year our school is | Second Nine Week | district Formative | |
| | focusing on the following | Check | Assessments. | |
| | strategies, materials and | See Above | Teachers will monitor student | |
| | techniques in our core | | progress and proficiency with | |
| | program: | Third Nine Week Check | the Florida Achieves lessons | |
| | Use of Reinforcement | See Above | and assessments. Data | |
| | Instructional | | collected will drive content | |
| | Calendars, Mini- | | area PLC's. | |
| | Lessons and Mini- | | | |
| | Assessments | | Mid-Term Exams | |
| · · · · · · · · · · · · · · · · · · · | School-wide academic | | | |
| | recognition programs | | Students enrolled in grades 6- | |
| | every nine weeks | | 8 during the 2013 FCAT 2.0 | |
| | Marzano's Research- | | Math administration will | |
| | Based Strategies for | | participate in all tests. | |
| | Increasing Student | | | |
| | Achievement. These | | Students taking Algebra I, IB | |
| | strategies include the | | or Geometry will participate | |
| | following: | | in their respective EOC | |
| | Identifying Similarities and | | administrations. | |
| | Differences | | | |
| | Summarizing and Note | | Fourth Nine Weeks: | |
| | Taking | | Semester exams and teacher | |
| | Reinforcing Effort and | | made tests. | |
| | Providing Recognition | | | |
| | Practice | | Data from all of the | |
| | Nonlinguistic | | instruments identified above | |
| | Representations | | will be used to determine | |
| | Cooperative Learning | | student progress during their | |
| | Setting Objectives and | | enrollment at a Youth | |
| | Providing Feedback | | Services school site. PLC's | |
| | Generating and Testing | | will analyze data and identify | |
| | Hypotheses | | areas of strength and need to | |
| | Cues, Questions and | | better augment student | |
| | Advance Organizers | | learning gains <u>.</u> | |
| | | | | |
| | Building effective lesson | | | |
| | plans with the following | | | |
| | components: | | | |
| | Teacher explicit instruction | | | |
| | Teacher modeled example | | | |
| | Guided practice | | | |

| 2012-2013 School Imp | 10vement 1 | lan suvenne s | ustice Education | | | | |
|---|---|---|---|---|--|---|---|
| | | | | Check for understanding Higher order questioning (Read and Think Deeply) CRISS strategies • Cornell Notes • Teacher-Student Data Chats every nine weeks • Differentiated Instructional Strategies • Mid-Term progress reports | | | |
| Based on the analysis of studer "Guiding Questions", identify an for the fo | nt achievement dat d define areas in n llowing group: | a, and reference to eed of improvement | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. Students scoring at or | above Achieve | ement Levels 4 | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| and 5 in Geometry. | | | | All students enrolled in a | Who | Data Analysis with School-wide | Florida Achieves Assessments |
| Geometry Goal #2: In 2011-12, 0% (0/1) students participated in the 2012 Florida Geometry EOC assessments. | | 5% | a regular basis prior to court-ordered residential placement and are therefore | Youth Services program will participate in "year- round" school. Students will adhere to a modified school calendar that includes 240 instructional days. Students will receive prescriptive written plans, Individual Academic Plans (IAP) that are reviewed at least monthly by all teachers. Students will follow the HCPS pupil progression plan. Students will receive remedial instruction and strategies based on their needs as identified on the TABE, STAR, Springboard, and Florida Achieves lessons. | Principal PLC Leadership Team Subject Area Leaders School Improvement Coordinator <u>How</u> PLC Leaders will conduct bi-monthly site-based PLC meetings to review data collected on QCA, mini-lessons, and mini- assessments. Subject Area Leaders will conduct monthly content area PLC meetings to review data collected on Florida Achieves, and district formative assessments, Springboard embedded assessments and teacher made tests and exams. | and Site-Based PLC's. The DJJ Common Assessment will be | Formative Assessments Formative Assessments Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests |

| | Administration will | |
|---|---------------------------|--------------------------------|
| A stinu Stows | | Mid-Term Exams |
| Action Steps | facilitate monthly | Mid-Term Exams |
| The core program is | school-wide PLC | |
| classroom based instruction | meetings to review data | Second Nine Week Check |
| | | |
| on the essential standards. | collected on QCA, mini- | Students will participate in |
| It involves a viable core | lessons, and mini- | district Formative |
| curriculum that embeds | assessments | Assessments. |
| | | Teachers will monitor student |
| monitoring for all students. | | |
| Within the core program, | PLC Leadership | progress and proficiency with |
| teachers use interventions | Team/Problem Solving | the Florida Achieves lessons |
| | 0 | and assessments. Data |
| such as researched based | Team will meet quarterly | |
| instructional strategies, | to review data collection | collected will drive content |
| flexible grouping for | and problems | area PLC's. |
| | 1 | |
| differentiated instruction | encountered and work to | |
| and frequent progress | identify possible | Semester exams and teacher |
| monitoring to maximize | solutions. | made tests. |
| | | |
| student learning. These | L | |
| interventions are in addition | n First Nine Week Check | Third Nine Week Check |
| to classroom learning, not i | nSee Above | Students will participate in |
| place of classroom learning | | district Formative |
| | | |
| This year our school is | Second Nine Week | Assessments. |
| focusing on the following | Check | Teachers will monitor student |
| strategies, materials and | See Above | progress and proficiency with |
| | see Above | |
| techniques in our core | | the Florida Achieves lessons |
| program: | Third Nine Week Check | and assessments. Data |
| Use of Reinforcement | | collected will drive content |
| | See Above | |
| Instructional | | area PLC's. |
| Calendars, Mini- | | |
| Lessons and Mini- | | Mid-Term Exams |
| | | |
| Assessments | | |
| School-wide academi | n | Students enrolled in grades 6- |
| | - | 8 during the 2013 FCAT 2.0 |
| recognition programs | | |
| every nine weeks | | Math administration will |
| Marzano's Research- | | participate in all tests. |
| | | |
| Based Strategies for | | |
| Increasing Student | | Students taking Algebra I, IB |
| Achievement, These | | or Geometry will participate |
| | | in their respective EOC |
| strategies include the | | |
| following: | | administrations. |
| Identifying Similarities and | | |
| Differences | | Fourth Nine Weeks: |
| | | |
| Summarizing and Note | | Semester exams and teacher |
| Taking | | made tests. |
| Reinforcing Effort and | | |
| | | Data from all of the |
| Providing Recognition | | Data from all of the |
| Practice | | instruments identified above |
| | | will be used to determine |
| | | |

| | Nonlinguistic | student progress during their | |
|--|------------------------------------|--------------------------------|--|
| | Representations | enrollment at a Youth | |
| | Cooperative Learning | Services school site. PLC's | |
| | Setting Objectives and | will analyze data and identify | |
| | Providing Feedback | areas of strength and need to | |
| | Generating and Testing | better augment student | |
| | Hypotheses | learning gains <u>.</u> | |
| | Cues, Questions and | | |
| | Advance Organizers | | |
| | Building effective lesson | | |
| | plans with the following | | |
| | components: | | |
| | Teacher explicit instruction | | |
| | Teacher modeled example | | |
| | Guided practice | | |
| | Check for understanding | | |
| | Higher order questioning | | |
| | (Read and Think Deeply) | | |
| | CRISS strategies | | |
| | Cornell Notes | | |
| | • Teacher-Student Data | | |
| | Chats every nine weeks | | |
| | Differentiated | | |
| | Instructional Strategies | | |
| | • Mid-Term progress | | |
| | reports | | |
| | 1 | | |
| | | | |
| | | | |
| | | | |

Mathematics Professional Development

| Professio | Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | | | |
|--|--|--|--|---|---|---|--|--|--|
| | | Pl | ease note that each Strategy does not re | quire 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 | | | |
| Springboard Content and Strategy Training | | Alicia Newcomb | All YS Math teachers and Support Facilitators | October 2012 | Discussion and data analysis of all YS programs during monthly subject area PLC's | Greg Harkins, Principal Carole Fernandez, Asst. Principal | | | |
| Math (MS and HS) | 6-12 | Alicia | YS Math Teachers | 3rd Tuesday of the month | Formative Assessments | Greg Harkins, Principal | | | |

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| | | Newcomb | | 45 minutes during common planning period | Florida Achieves Mini- Lesson and assessment data (Bi-Weekly) | Carole Fernandez, Assistant Principal |
|--|------|-------------------|----------------------|--|---|--|
| Youth Services PLC Leadership Team (Problem Solving Team) | 5-12 | Alicia Newcomb | YS PLC Leaders | At least 1x Quarterly, Early Release Day, 45 minutes | See Above | Greg Harkins, Principal |
| Youth Services School Wide PLC | 6-12 | Greg Harkins | YS Faculty and Staff | 1 st Friday of the month, 3 hours | See Above | Greg Harkins, Principal |

End of Geometry EOC Goals

Mathematics Budget

| mamemanes Daaget | | | |
|---|--|--------------------|------------------|
| Include only school-based funded activi | ties/materials and exclude district funded act | vities /materials. | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| School Improvement Coordinator (SIC): SIC will provide staff development training to YS PLC's | No funds available | None | \$0 |
| Springboard Curriculum and Strategy Training | District paid training | HCPS | \$0 |
| Kagan Training | District paid training | HCPS | \$0 |
| | | | Subtotal: \$0 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Gizmo Training | District provided training | HCPS | \$0 |
| A+ Training: SIC will provide hands-on training on the ALS CAI curriculum | No funds available | NA | \$0 |
| Springboard Online Assessment | District provided training to assist teachers with the implementation of online assessments through College Board. | HCPS | \$0 |
| | | | Subtotal: \$0 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Springboard Curriculum and Strategy Training | District paid training | HCPS | \$0 |
| Common Core Curriculum Training | District paid training | HCPS | \$0 |

| | | | Subtotal: \$0 |
|--|--------------------------|----------------|------------------|
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Mock QA Reviews: Mock QA Team will provide on-site reviews, classroom walk-through, and technical assistance to all JJEEP reviewable programs at least once per year | No funds available | NA | \$0 |
| ÷ • | • | | Grand Total: \$0 |

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

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

| Biology EOC Goals | Problem-Solving Process to Increase Student Achievement | | | | , |
|---|---|---|---|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1: The percent of students with a passing score (T-score of 33 or higher)on the Florida Biology EOC will increase from 38% to 40% in May 2013. 38% | 1.1. Many students have not attended school on a regular basis prior to court-ordered residential placement and are therefore significantly below grade level in math. | participate in "year-round" school. Students will adhere to a modified school calendar that includes 240 instructional days. Students | Principal PLC Leadership Team Subject Area Leaders School Improvement Coordinator <u>How</u> PLC Leaders will conduct bi-monthly site-based PLC meetings to review data collected on QCA, mini-lessons, and mini-assessments. Subject Area Leaders will conduct monthly content area PLC | and Site-Based PLC's. | 1.1. Biology FCIM Lessons Formative Assessments Mid-Term Exams Semester Exams Teacher Made Tests |

| 2012-2015 School Improvement I | · | 0 | | | |
|--------------------------------|---|--------------------------------|-------------------------|---------------------------------|--|
| | | instruction embedded across | - | | |
| | | all content areas. | Springboard embedded | Mid-Term Exams | |
| | | Action Steps | | Second Nine Week Check | |
| | | The core program is | | Students will participate in | |
| | | classroom based instruction | | district Formative Assessments. | |
| | | on the essential standards. It | | Teachers will monitor student | |
| | | involves a viable core | | progress and proficiency with | |
| | | | | the Florida Achieves lessons | |
| | | | | and assessments. Data | |
| | | e | | | |
| | | | | collected will drive content | |
| | | | | area PLC's. | |
| | | such as researched based | QCA, mini-lessons, | | |
| | | instructional strategies, | | Semester exams and teacher | |
| | | flexible grouping for | | made tests. | |
| | | differentiated instruction and | | | |
| | | frequent progress monitoring | | Third Nine Week Check | |
| | | | | Students will participate in | |
| | | | | district Formative Assessments. | |
| | | interventions are in addition | | Teachers will monitor student | |
| | | to classroom learning, not in | | progress and proficiency with | |
| | | place of classroom learning. | | | |
| | | | | assessments. Data collected | |
| | | focusing on the following | solutions. | will drive content area PLC's. | |
| | | strategies, materials and | | | |
| | | techniques in our core | First Nine Week | Mid-Term Exams | |
| | | program: | Check | | |
| | | Use of Reinforcement | See Above | | |
| | | Instructional Calendars, | | | |
| | | Mini-Lessons and | Second Nine Week | Fourth Nine Weeks: | |
| | | Mini-Assessments | | Semester exams and teacher | |
| | | School-wide academic | See Above | made tests. | |
| | | recognition programs | | | |
| | | every nine weeks | Third Nine Week | Data from all of the | |
| | | Marzano's Research- | Check | instruments identified above | |
| | | Based Strategies for | See Above | will be used to determine | |
| | | Increasing Student | | student progress during their | |
| | | Achievement. These | | enrollment at a Youth Services | |
| | | strategies include the | | school site. PLC's will analyze | |
| | | following: | | data and identify areas of | |
| | | Identifying Similarities and | | strength and need to better | |
| | | Differences | | augment student learning | |
| | | Summarizing and Note | | gains <u>.</u> | |
| | | Taking | | - | |
| | | Reinforcing Effort and | | | |
| | | Providing Recognition | | | |
| | <u>I </u> | i toviung Keeoginuon | | | |

| 2012-2013 School Imp | | | e Justice Education | 8 | | - | - |
|---|--------------------------|---------------------------|--------------------------|--|---|---|---------------------|
| | | | | Practice Practice Nonlinguistic Representations Cooperative Learning Setting Objectives and Providing Feedback Generating and Testing Hypotheses Cues, Questions and Advance Organizers Building effective lesson plans with the following components: Teacher explicit instruction Teacher explicit instruction Teacher modeled example Guided practice Check for understanding Higher order questioning (Read and Think Deeply) CRISS strategies • Cornell Notes • Teacher-Student Data Chats every nine weeks • Differentiated Instructional Strategies • Mid-Term progress reports | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student "Guiding Questions", ident improvement for | ify and define area | as in need of | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| Students scoring at or 4 and 5 in Biology. | above Achiev | vement Levels | 2.1. See Biology Goal | 2.1. | 2.1. See Biology | 2.1. | 2.1. |
| Biology Goal #2: | 2012 Current Level of | 2013 Expected Level of | #1 | See Biology Goal #1 | Goal #1 | See Biology Goal #1 | See Biology Goal #1 |
| See Biology Goal #1 | Performance:* | Performance:* | | | | | |
| Data Analysis not yet available due to collection of baseline information. | See Biology | See | | | | | |

| Goal | | | |
|------|--|--|--|
| | | | |

Science Professional Development

| Profes | 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 | | | | |
| Science (MS and HS) | 6-12 | Eric Petro | YS Math Teachers | 3 rd Tuesday of the month 45 minutes during common planning period | Formative Assessments FCIM Mini-Lesson and assessment data (Bi-Weekly) | Greg Harkins, Principal Carole Fernandez, Assistant Principal | | | | |
| Youth Services PLC Leadership Team (Problem Solving Team) | 5-12 | Alicia Newcomb | YS PLC Leaders | At least 1x Quarterly, Early Release Day, 46 minutes | See Above | Greg Harkins, Principal | | | | |
| Youth Services School Wide PLC | 6-12 | Greg Harkins | YS Faculty and Staff | 1 st Friday of the month, 3 hours | See Above | Greg Harkins, Principal | | | | |

Science Budget (Insert rows as needed)

| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | | | | | |
|--|--------------------------|----------------|------------------|--|--|--|--|
| Evidence-based Program(s)/Materials(s) | | | | | | | |
| Strategy | Description of Resources | Funding Source | Available Amount | | | | |
| School Improvement Coordinator (SIC): SIC will provide staff development training to YS PLC's | No funds available | None | \$0 | | | | |
| Springboard Curriculum and Strategy Training | District paid training | HCPS | \$0 | | | | |
| Kagan Training | District paid training | HCPS | \$0 | | | | |
| | • | I | Subtotal: \$0 | | | | |
| Technology | | | | | | | |

| Strategy | Description of Resources | Funding Source | Available Amount |
|--|--|----------------|------------------|
| Gizmo Training | District provided training | HCPS | \$0 |
| A+ Training: SIC will provide hands-on training on the ALS CAI curriculum | No funds available | NA | \$0 |
| Springboard Online Assessment | District provided training to assist teachers with the implementation of online assessments through College Board. | HCPS | \$0 |
| | · · · · | • | Subtotal: \$0 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Springboard Curriculum and Strategy Training | District paid training | HCPS | \$0 |
| Common Core Curriculum Training | District paid training | HCPS | \$0 |
| | | | Subtotal: \$0 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Mock QA Reviews: Mock QA Team will provide on-site reviews, classroom walk-through, and technical assistance to all JJEEP reviewable programs at least once per year | No funds available | NA | \$0 |
| A | • | • | Grand Total: \$0 |

End of Science 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?
- Is the program a Career and Professional Education (CAPE) Academy?

| CAREER EDUCATION GOAL(S) | | Problem-Solving Process to Increase Student Achievement | | | | | |
|---|----------------------------------|---|--|---|--|---|-----------------|
| Based on the analysis of school data, identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Career Education Goal | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| | 2012 Current | 2013 Expected | attended school on a | Youth Services program will | Principal | Data Analysis with School- wide and Site-Based PLC's. | |
| | 2012 Current Level :* 72 % | 2013 Expected Level :* 74% | attended school on a regular basis prior to court-ordered residential placement and are therefore significantly below grade level in reading, math, science and social studies. | Youth Services program will participate in "year-round" school. Students will adhere to a modified school calendar that includes 240 instructional days. Students will receive prescriptive written plans, Individual Academic Plans (IAP) that are reviewed at least monthly by all teachers. Students will follow the HCPS pupil progression plan. Students will receive remedial instruction and strategies based on their needs as identified on the STAR Reading, Math, and Choices Planner. Students will participate in curriculum with reading, math, science and social science instruction embedded across all content areas. <u>Action Steps</u> The core program is classroom based instruction on the essential standards. It | Principal PLC Leadership Team Subject Area Leaders School Improvement Coordinator <u>How</u> PLC Leaders will conduct bi-monthly site-based PLC meetings to review data collected on mini-lessons, and mini-assessments. Subject Area Leaders will conduct monthly content area PLC meetings to review data collected on STAR, district formative assessments, Springboard embedded assessments and teacher made tests and exams. | wide and Šite-Based PLC's. The DJJ CA Reading and Math will be administered to all students within 10 days of entry to the programs. The DJJ CA will be administered to all residential and day treatment students within 30 days of exit or at least annually. Students will complete the Workplace Readiness Pre-Test, CHOICES, and Career Interest Inventory. They will also complete a Career Goal Interview at entry. <u>First Nine Week Check</u> Students will participate in all district and state progress monitoring assessments. Data collected will be used to drive classroom instruction. | |
| | | | | monitoring for all students. Within the core program, | school-wide PLC meetings to review data collected on QCA, mini-lessons, and mini-assessments | will take course semester exams and teacher made tests. <u>Third Nine Week Check</u> See above | |
| | | | | instructional strategies, | PLC Leadership | Students enrolled during the FCAT March 2011 SSS | |

2012-2013 School Improvement Plan Juvenile Justice Education Programs * When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

May 2012 Rule 6A-1.099811 Revised May 25, 2012

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|--|--|
| | frequent progress monitoring Solving Team will Reading administration will |
| | to maximize student learning meet quarterly to participate in all tests. |
| | These interventions are in review data collection |
| | |
| | |
| | learning, not in place of encountered and work Students will participate in |
| | classroom learning. to identify possible EOC assessments as |
| | This year our school is solutions. appropriate. |
| | focusing on the following |
| | strategies, materials and Second Nine Week Semester exams and teacher |
| | techniques in our core Check made tests. |
| | program: See Above |
| | Use of Reinforcement Data from all of the |
| | |
| | Instructional Calendars, Third Nine Week instruments identified above |
| | Mini-Lessons and Check will be used to determine |
| | Mini-Assessments See Above student progress during their |
| | School-wide academic enrollment at a Youth Services |
| | recognition programs <u>Fourth Nine Week</u> school site. PLC's will analyze |
| | every nine weeks Check data and identify areas of |
| | • Marzano's Research- See Above strength and need to better |
| | Based Strategies for augment student learning |
| | |
| | |
| | remevement. These |
| | strategies include the |
| | following: |
| | Identifying Similarities |
| | and Differences |
| | 9. Summarizing and |
| | Note |
| | Taking |
| | 10. Reinforcing Effort |
| | |
| | and Providing Descention |
| | Recognition |
| | 11. Practice |
| | 12. Nonlinguistic |
| | Representations |
| | 13. Cooperative Learning |
| | 14. Setting Objectives |
| | and Providing |
| | Feedback |
| | 15. Generating and |
| | Testing Hypotheses |
| | |
| | 16. Cues, Questions and |
| | Advance Organizers |
| | |
| | • Building effective |
| | lesson plans with the |

| following components: 5. Teacher explicit instruction 6. Teacher modeled | |
|---|--|
| instruction 6. Teacher modeled | |
| 6. Teacher modeled | |
| | |
| | |
| example | |
| 7. Guided practice | |
| 8. Check for | |
| understanding | |
| Higher order questioning (Read and Think Deeply) CRISS strategies | |
| Cornell Notes | |
| • Teacher-Student Data Chats every nine weeks | |
| • Differentiated Instructional Strategies | |
| Mid-Term progress reports | |
| | |
| | |
| | |

Career Education Professional Development

| Professi | 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 | | | | |
| AMI-Tampa Site-Based PLC | 6-12 | Vincent Smiley | AMI-Tampa Teachers | | Collaborative Planning (weekly) Student Entry and Exit Data Analysis | Greg Harkins, Principal Monica Barrett-Barron, Assistant Principal | | | | |
| Youth Services PLC Leadership Team (Problem Solving Team) | 6-12 | Alicia Newcomb | YS PLC Leaders | (), | Workplace Readiness Mid-Year Report Workplace Readiness EOY Report | Greg Harkins, Principal | | | | |
| Social Sciences Subject Area PLC (MS and HS) | 6-12 | Karla Hart | YS Social Studies and Career Education Teachers | | Workplace Readiness Mid-Year Report Workplace Readiness EOY Report | Greg Harkins, Principal Carole Fernandez, Assistant Principal | | | | |
| Science Subject Area PLC (MS and HS) | 6-12 | Eric Petro | YS Science and Career Education Teachers | | Workplace Readiness Mid-Year Report Workplace Readiness EOY Report | Greg Harkins, Principal Carole Fernandez, Assistant Principal | | | | |

| Youth Services School Wide PLC | 5-12 | Greg Harkins | YS Faculty and Staff | 1 st Friday of the month, 3 hours | Workplace Readiness Mid-Year Report Workplace Readiness EOY Report | Greg Harkins, Principal |
|-----------------------------------|------|--------------|----------------------|---|---|-------------------------|

Career Education Goal(s) Budget (Insert rows as needed)

| Include only school-based funded a | ctivities/materials and exclude district fur | nded activities /materials. | |
|-------------------------------------|--|-----------------------------|------------------|
| Evidence-based Program(s)/Materials | s(s) | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| See Reading and Math Budget | | | |
| | | | Subtotal: \$ |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| See Reading and Math Budget | | | |
| | | | |
| | | i | Subtotal: \$ |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| See Reading and Math Budget | | | |
| | | | |
| | | | Subtotal: \$ |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| See Reading and Math Budget | | | |
| | | | |
| | | | Grand Total: \$ |

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 st | tudents the percentage | represents next to the | percentage (e.g. 70% (35)). |
|---------------------------|--------------------------|------------------------|------------------------|-----------------------------|
| | | | | |

| | ANSITION GOAL(S) | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|--------------------------|---------------------------|---|--|--|---|-------------------------|
| Based on the analysis of school data, identify and define areas in need of improvement: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
| 1. Transition Goal | | | 1.1. | 1.1. Action Steps | 1.1. Who | 1.1. Analysis of school enrollment | 1.1. Transition Data |
| The percentage of students exiting a Youth Services residential or day treatment | 2012 Current Level :* | 2013 Expected Level :* | Many students have not attended school on a regular basis prior to court-ordered residential | The core program is classroom based instruction on the essential standards. It | Principal PLC Leadership Team | data collected during post transition assistance and follow | collection tool |
| program and successfully returning to their community, demonstrating daily school attendance will increase from 67% to 69%. | 67% | 69%. | previous academic performance, disinterest in education, or other external factors. | monitoring for all students. Within the core program, teachers use interventions such as researched based instructional strategies, flexible grouping for differentiated instruction and frequent progress monitoring to maximize student learning. These interventions are in addition to classroom learning, not in place of classroom learning. This year our school is focusing on the following strategies, materials and techniques in our core program: Use of Reinforcement Instructional Calendars, Mini-Lessons and Mini-Assessments School-wide academic recognition programs every nine weeks Teacher-Student Data Chats every nine weeks | YS Mock QA Team Transition Monitor <u>How</u> PLC Leaders will conduct bi-monthly site-based PLC meetings to review data collected on mini-lessons, and mini-assessments. Subject Area Leaders will conduct monthly content area PLC meetings to review data collected on STAR, district formative | | |

| 2012-2015 School Impi ovement I fan Juvenn | e sustice Education | U | 1 | 1 | |
|--|---------------------|---|---|------|------|
| | | reports Participation in Treatment Team Participation in Exit Conferences Development of Exit plans with students Involving receiving district in transition planning process. | QCA, mini-lessons, and mini-assessments PLC Leadership Team/Problem Solving Team will meet quarterly to review data collection and problems encountered and work to identify possible solutions. YS Mock QA Team will provide technical assistance to all sites and conduct annual reviews. Transition monitor will provide assistance with post-secondary placement while in the program. Follow-up services will be provided to the receiving county for a minimum of 30 days following release. <u>Second Nine Week Check</u> See Above <u>Fourth Nine Week</u> <u>Check</u> See Above | | |
| | 1.2. | 1.2. | See Above Summer Semester See Above 1.2. | 1.2. | 1.2. |
| | | 1.3. | 1.3. | 1.3. | 1.3. |
| | 1.5. | 1.3. | 1.5. | 1.3. | 1.3. |

Transition Professional Development

| Professi | Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | | | |
|--|--|-------------------|----------------------|---|---|-------------------------|--|--|--|
| PD Content /Topic and/or PLC Focus | | | | | | | | | |
| Youth Services PLC Leadership Team (Problem Solving Team) | 5-12 | Alicia Newcomb | YS PLC Leaders | | Workplace Readiness Mid-Year Report Workplace Readiness EOY Report | Greg Harkins, Principal | | | |
| Youth Services School Wide PLC | 5-12 | Greg Harkins | YS Faculty and Staff | 1 st Friday of the month, 3 hours | Workplace Readiness Mid-Year Report Workplace Readiness EOY Report | Greg Harkins, Principal | | | |

Transition Budget (Insert rows as needed)

| Include only school-based funded a | ctivities/materials and exclude district fu | nded activities /materials. | | |
|-------------------------------------|---|-----------------------------|------------------|---------------|
| Evidence-based Program(s)/Materials | s(s) | | | |
| Strategy | Description of Resources | Funding Source | Available Amount | |
| See Reading and Math Budget | | | | |
| | | | | Subtotal: \$0 |
| Technology | | | | |
| Strategy | Description of Resources | Funding Source | Available Amount | |
| See Reading and Math Budget | | | | |
| | | | | Subtotal: \$0 |
| Professional Development | | | | |
| Strategy | Description of Resources | Funding Source | Available Amount | |
| See Reading and Math Budget | | | | |
| | | | | |
| | | | | Subtotal: \$0 |
| Other | | | | |
| | | | | 20 |

| Strategy | Description of Resources | Funding Source | Available Amount |
|-----------------------------|--------------------------|----------------|------------------|
| See Reading and Math Budget | | | |
| | | | |
| | | | Grand Total: \$0 |

End of Transition Goal(s)

Final Budget (Insert rows as needed)

| Please provide the total budget from each section. | |
|--|------------------|
| Reading Budget | |
| | Total: \$0 |
| Mathematics Budget | |
| | Total: \$0 |
| Science Budget | |
| | Total: \$0 |
| Career Budget | |
| | Total: \$0 |
| Transition Budget | |
| | Total: \$0 |
| | Grand Total: \$0 |

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.

X Yes

No

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

| Describe projected use of SAC funds. | Amount |
|--------------------------------------|--------|
| No SAC funds available at this time. | \$0 |
| | |
| | |

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

The YS SIP will provide support and assistance to the classrooms to help increase student achievement. We will focus on recognizing those teachers that exemplify outstanding teaching practices that lead to student academic achievement.