FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) for Juvenile Justice Education Programs

2012–2013 Hillsborough Girls Academy (5042)

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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: Hillsborough Academy	District Name: Hillsborough
Principal: Greg Harkins	Superintendent: Mary Ellen Elia
SAC Chair: Matthew Franklin	Date of School Board Approval: February 5, 2013

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

					 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.)	Monica Barrett-Barron	EdS Educational Leadership M.S. Educational Leadership M.S. Special Education Educational Leadership; Emotionally Handicapped (K-12); ESOL Endorsement	7	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 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 receiving a QA review, recognized as exemplary by DOE / JJEEP 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
, nou			Current School	Instructional Teacher	along with the associated school year.
Math, Science, Social Studies, Intro to Computers	Alicia Newcomb	Degrees: M.S Curriculum, Instruction and Technology B.A – History A.S. – Veterinary Technology <u>Certification:</u> Middle School Math 5-9 Biology 6-12 MG General Sci 5-9 Social Sciences 6-12 ESE K-12 MG Integrated Curriculum 5-9 Gifted Endorsement	13	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 BASI Math - 85% of students enrolled at Hillsborough Academy made academic gains in reading. 2009-10 BASI Math – 92% of students enrolled in Hillsborough made academic gains in reading. AYP: Hillsborough Academy recognized for making AYP 2008-09 BASI Math – 87% of students enrolled in Hillsborough made academic gains in reading.
Reading, English/ Language Arts, PCSD	Mary Bennett	Degrees: M.A Reading B.A – Elementary Education <u>Certification:</u> Elementary education, Mental Handicaps, Reading K-12, Language Arts 5-9, English 9-12, ESOL (endorsement)	4	21	 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 BASI Reading - 86% of students enrolled at Hillsborough Academy made academic gains in reading.

					 2009-10 BASI Reading – 88% of students enrolled in Hillsborough made academic gains in reading. AYP: Hillsborough Academy recognized for making AYP 2008-09 BASI Reading – 84% of students enrolled in Hillsborough made academic gains in reading.
ESE	Rhumell Smith	Degrees: M.A. – Curriculum B.A – Education Certification: Early Childhood Education, Elementary Education, ESE K-12 ESOL (endorsement), Reading (endorsement)	9	29	 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 BASI Math - 78% of students enrolled at Hillsborough Academy made academic gains in math. BASI Reading - 86% of students enrolled at Hillsborough Academy made academic gains in reading. 2009-10 BASI Math – 92% of students enrolled in Hillsborough Academy made academic gains in math. BASI Reading – 88% of students enrolled in Hillsborough Academy made academic gains in math. BASI Reading – 88% of students enrolled in Hillsborough Academy made academic gains in reading. AYP: Hillsborough Academy recognized for making AYP 2008-09 BASI Math – 84% of students enrolled in Hillsborough Academy made academic gains in math. BASI Reading – 84% of students enrolled in Hillsborough Academy made 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
N/A	N/A

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
3	0%	0%	33% (1)	67% (2)	100% (3)	100% (3)	67% (2)	0% (0)	67% (2)

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	
Not Applicable to this Program. All teachers are Highly Qualified Veteran Teachers. However, Youth Services does have a teacher mentor program offered in through the HCPS Empowering Effective Teachers Grant and school based administration.	NA	NA	NA	

*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 Quarterly Common Assessment, 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 May 2012 Rule 6A-1.099811 Revised May 25, 2012

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?

Students participate in multiple subject classrooms. Hillsborough Academy students will the same instructor, Mrs. Newcomb, for math science, social studies and computer courses. Mrs. Bennett provides direct instruction in the Reading and Language Arts classroom along with PCSD. By combining these courses, our students are able to easily make correlations between course content and apply this information to other aspects of their lives.

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 serves as the guidance counselor for Hillsborough Academy.

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)).

READIN	G GOALS		Problem-Solving Process to Increase Student Achievement						
"Guiding Questions", identit	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		
test scores on the CA Reading test will increase	2012 Current Level of Performance:* 77% of students increase their STAR	2013 Expected Level of Performance:*	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 reading.	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	Principal Asst. Principal Reading Coach Mock QATeam Subject Area Leaders How Classroom Walk- throughs First Nine Week Check 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	Data Analysis with School-wide 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 least annually. <u>First Nine Week Check</u> Students will participate in the state's progress monitoring system, FAIR Mid-Term Exams <u>Second Nine Week Check</u>	1.1. FAIR Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests		

2012 2015 School Improvement I am Suveme Subtee Education				
	techniques in our core	assistance in	Students will participate in the	
	program:	classrooms. It will	state's progress monitoring	
	1 0	also be used as a tool	system, FAIR	
	Instructional Calendars,			
		strength and needs	Mid-Term Exams	
		throughout the school	inter i offit Esturito	
		throughout the senioor	Students enrolled during the	
	• School-wide academic	Second Nine Week	2013 FCAT 2.0 Reading	
			administration will participate	
	every nine weeks	<u>Check</u>		
	Marzano's Research-	C	in all tests.	
	Dabea bulategieb ioi	See Above		
	Increasing Student		Fourth Nine Weeks:	
		Third Nine Week	Semester exams and teacher	
	strategies include the	<u>Check</u>	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	
	2. Reinforcing Effort and		enrollment at a Youth Services	
	Providing Recognition	See Above	school site. PLC's will analyze	
	3. Practice		data and identify areas of	
	4. Nonlinguistic		strength and need to better	
	Representations		augment student learning	
	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		
Hillsborough Academy Site-Based PLC	6-12	Alicia Newcomb	Hillsborough Academy faculty and staff	Tuesdays, bi-monthly 45 minutes during common planning period	 Collaborative Planning (weekly) Student 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	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)

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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.

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 provided by Youth Services	A+ Training: SIC will provide hands-on	\$0
training on the ALS CAI curriculum	Personnel to Youth Services teachers	training on the ALS CAI curriculum	
Read 180 Training	District Paid Training	Read 180 Training for Reading Teachers	\$0
	·		Subtotal: \$0

Professional	Develo	opment
1 101000101141		

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
	•	1	Subtotal: \$0
Other			
<u>Q</u> , ,			A '111 A /

Strategy	Description of Resources	Funding Source	Available Amount
Mock QA Reviews: Mock QA Team	No funds available	NA	\$0

will provide on-site reviews, classroom		
walk-throughs, and technical assistance		
to all JJEEP reviewable programs at least		
once per year		
		Grand Total: \$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)).

MATHEMA	FICS GOA	LS	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. Percentage of students 1 mathematics. Mathematics Goal #1:	C		Many students have not attended school on a regular basis prior to	Youth Services program will	Principal PLC Leadership Team		1.1. Florida Achieves Assessments Formative Assessments Springboard Embedded	
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.	Level of Performance:* 76% of students maintain or increase their STAR Math	Level of Performance:* 64% of students maintain or	placement and are therefore significantly below grade level in math.	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	Subject Area Leaders School Improvement Coordinator PLC Leaders will conduct bi-monthly site-based PLC meetings to review data collected on QCA, mini-lessons, and mini-assessments.	will be administered to all residential and day treatment students within 10 days of	Assessments Mid-Term Exams Semester Exams Teacher Made Tests	

Tota Toto School Improvement	Ian Juvenne Justice Education	0		
			will conduct monthly	district Formative Assessments.
		STAR, Springboard, and	content area PLC	Teachers will monitor student
		Florida Achieves lessons.	meetings to review	progress and proficiency with
			data collected on	the Florida Achieves lessons
		1 1	district formative	collected will drive content
			assessments,	area PLC's.
			Springboard	area i EC S.
				Mid Trans Errore
			embedded	Mid-Term Exams
			assessments and	
				Second Nine Week Check
				Students will participate in
		on the essential standards. It		district Formative Assessments.
			Administration will	Teachers will monitor student
			facilitate monthly	progress and proficiency with
		monitoring for all students.	school-wide PLC	the Florida Achieves lessons
		Within the core program,	meetings to review	and assessments. Data
		1 0	data collected on	collected will drive content
		such as researched based	OCA, mini-lessons,	area PLC's.
			and mini-assessments	
		flexible grouping for		Semester exams and teacher
		differentiated instruction and	PI C Leadershin	made tests.
		frequent progress monitoring		inde tests.
				Third Nine Week Check
				Students will participate in
			meet quarterly to	district Formative Assessments.
			and problems	Teachers will monitor student
				progress and proficiency with
			to identify possible	the Florida Achieves lessons
			solutions.	and assessments. Data
		strategies, materials and		collected will drive content
		-	First Nine Week	area PLC's.
		program:	Check	
		Use of Reinforcement	See Above	Mid-Term Exams
		Instructional Calendars,		
		Mini-Lessons and	Second Nine Week	Students enrolled in grades 6-8
		Mini-Assessments	Check_	during the 2013 FCAT 2.0
		School-wide academic	See Above	Math administration will
		recognition programs		participate in all tests.
			Third Nine Week	
		Marzano's Research-	Check	Students taking Algebra I, IB
				or Geometry will participate in
		Increasing Student		their respective EOC
		Achievement. These		administrations.
		strategies include the		
				Fourth Nine Weeks:
		following:		Semester exams and teacher
	1			

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		Identifying Similarities		made tests.	
		and Differences			
		1. Summarizing and		Data from all of the	
		Note		instruments identified above	
		Taking		will be used to determine	
		2. Reinforcing Effort		student progress during their	
		and Providing		enrollment at a Youth Services	
		Recognition		school site. PLC's will analyze	
		3. Practice		data and identify areas of	
		4. Nonlinguistic		strength and need to better	
		Representations		augment student learning	
		5. Cooperative		gains <u>.</u>	
		Learning			
		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:			
		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			
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

Algebra End-of-Course (EOC) Goals

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

Algebra I	EOC Goals		Problem-Solving Process to Increase Student Achievement				
"Guiding Questions", identify and	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 Ach	ievement Lev	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 increase from 0% to 20%	Performance:* % (0/3) of our tudents scored Level 3(299 SS) on the 2012 of the	20% of our students will score Level 3 or higher on the Florida Algebra I EOC during the 2012-13 school	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>	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	The DJJ Common	Formative Assessments Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests

2012-2015 School Improvement I fan	su tenne sustice Buucunon	1108141115		
		curriculum that embeds	assessments	Assessments.
	I	nonitoring for all students.		Teachers will monitor student
	r l	Within the core program,	PLC Leadership	progress and proficiency with
				the Florida Achieves lessons
			Team will meet quarterly	
			to review data collection	collected will drive content
		0,	and problems	area PLC's.
			1	alea FLC S.
			encountered and work to	
			identify possible	Semester exams and teacher
		8	solutions.	made tests.
		student learning. These		
	i	nterventions are in addition	First Nine Week Check	Third Nine Week Check
	t	o classroom learning, not in	See Above	Students will participate in
	t	place of classroom learning.		district Formative
			Second Nine Week	Assessments.
		-	Check	Teachers will monitor student
				progress and proficiency with
		echniques in our core		the Florida Achieves lessons
		-		and assessments. Data
	ł		See Above	
				collected will drive content
		Instructional		area PLC's.
		Calendars, Mini-		
		Lessons and Mini-		Mid-Term Exams
		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.
		Based Strategies for		r · · · · r · · · · · · · · · · · · · ·
		Increasing Student		Students taking Algebra I, IB
				or Geometry will participate
		Achievement. These		in their respective EOC
		strategies include the		administrations.
		following:		auninisu auons.
		dentifying Similarities and		
		Differences		Fourth Nine Weeks:
		Summarizing and Note		Semester exams and teacher
	l t	Faking		made tests.
		Reinforcing Effort and		
		Providing Recognition		Data from all of the
		Practice		instruments identified above
		Nonlinguistic		will be used to determine
		Representations		student progress during their
		Cooperative Learning		enrollment at a Youth
				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

2012-2013 School Imp	I UVEIIIEIIU I	lali Juvelille J			-	-	
				Hypotheses 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		learning gains <u>.</u>	
Based on the analysis of studen "Guiding Questions", identify an for the fo	t achievement data 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 a	above Achieve	ement Levels 4	2.1.	2.1.	2.1.	2.1.	2.1.
 2. Students scoring at or a and 5 in Algebra. Algebra Goal #2: The percentage of students scoring Level 4 and 5 on the Florida Algebra I EOC will increase from 0% to 5% by May 2012. 	2012 Current Level of Performance:* 0% (0/3) of our students scored Level 3(299 SS) on the 2012 of the	2013 Expected Level of Performance:* 20% of our students will score Level 3 or higher on the Florida Algebra I EOC during	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.	All students enrolled in a 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	Who Principal PLC Leadership Team Subject Area Leaders School Improvement Coordinator	Data Analysis with School-wide and Site-Based PLC's. The DJJ Common Assessment will be	2.1. Florida Achieves Assessments Formative Assessments Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests

2012-2015 School Improvement I fan Suvenne Sustee Educa	
	instruction and strategies will conduct monthly <u>First Nine Week Check</u>
	based on their needs as content area PLC Students will participate in
	identified on the TABE, meetings to review data district Formative
	STAR, Springboard, and collected on Florida Assessments.
	Florida Achieves lessons. Achieves, and district Teachers will monitor student
	formative assessments, progress and proficiency with
	Students will participate in 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
	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.
	monitoring for all students. Teachers will monitor student
	Within the core program, PLC Leadership progress and proficiency with
	teachers use interventions Team/Problem Solving the Florida Achieves lessons
	such as researched based Team will meet quarterly and assessments. Data
	instructional strategies, to review data collection collected will drive content
	flexible grouping for and problems area PLC's.
	differentiated instruction encountered and work to
	and frequent progress 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 See 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
	techniques in our core the Florida Achieves lessons
	Instructional area PLC's.
	Calendars, Mini-
	Lessons and Mini- Mid-Term Exams
	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.
	Based Strategies for
	Increasing Student Students taking Algebra I, IB
	or Geometry will participate
	or Geometry with participate

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2012-2015 School Imp	i ovement i lan suvenne s	ustice Education Flograms	
		Achievement. These	in their respective EOC
		strategies include the	administrations.
		following:	
		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	
		•	

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)).

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	EOC Goa	ls	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 Achi	. Students scoring at Achievement Level 3 in		1.1. 1.1.	1.1.	1.1.	1.1.	1.1.
Geometry.				All students enrolled in a	Who	Data Analysis with School-wide	Florida Achieves Assessments
Geometry. Geometry Goal #1:	012 Current evel of terformance:* 0%	2013 Expected Level of Performance:* 5%	not attended school on	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.	How 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 sand exams. Administration will facilitate monthly school-wide PLC meetings to review data collected on QCA, mini- lessons, and mini- assessments PLC Leadership	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	Formative Assessments Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests

2012-2015 School Implovement I fan Suvenite Sustice Education			
		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	See Above	Third Nine Week Check
	place of classroom learning.		Students will participate in
			district Formative
			Assessments.
			Teachers will monitor student
	techniques in our core		progress and proficiency with
	-		the Florida Achieves lessons
	 Use of Reinforcement 		and assessments. Data
	 Ose of Reinforcement Instructional 		collected will drive content
	Calendars, Mini-		area PLC's.
	Lessons and Mini-		Mid Taura Frances
	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
			will analyze data and identify
	Generating and Testing Hypotheses		areas of strength and need to
			better augment student
	Cues, Questions and		learning gains <u>.</u>
	Advance Organizers		иситтку ушть <u>.</u>
	Building effective lesson		
	plans with the following		
	components:		
	Teacher explicit instruction		

2012-2015 School Imp	I Uvennent I	lan juvenne j		8			
				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			
	d define areas in n llowing group:	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 a	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.	2012 Current Level of Performance:* 0%	of Performance:*	not attended school on 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	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 least annually. <u>First Nine Week Check</u> Students will participate in district Formative Assessments. Teachers will monitor student progress and proficiency with the Florida Achieves lessons and assessments. Data	Formative Assessments Formative Assessments Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests

2012-2019 School Implovement I ian Suvenite Susteer Education	0		
	instruction embedded across	and exams.	collected will drive content
	all content areas.		area PLC's.
		Administration will	
			Mid Terms Exercis
		facilitate monthly	Mid-Term Exams
		school-wide PLC	
	classroom based instruction	meetings to review data	Second Nine Week Check
		collected on QCA, mini-	Students will participate in
		lessons, and mini-	district Formative
		· · · · · · · · · · · · · · · · · · ·	
		assessments	Assessments.
	monitoring for all students.		Teachers will monitor student
	Within the core program,	PLC Leadership	progress and proficiency with
			the Florida Achieves lessons
			and assessments. Data
		Team will meet quarterly	
			collected will drive content
		and problems	area PLC's.
	differentiated instruction	encountered and work to	
		identify possible	Semester exams and teacher
		solutions.	
	0	solutions.	made tests.
	student learning. These		
	interventions are in addition	First Nine Week Check	Third Nine Week Check
	to classroom learning, not in	See Above	Students will participate in
	place of classroom learning.		district Formative
		Second Nine Week	
		Second Nine Week	Assessments.
	8 8	Check	Teachers will monitor student
	strategies, materials and	See Above	progress and proficiency with
	techniques in our core		the Florida Achieves lessons
	-	Third Nine Week Check	and assessments. Data
	• Use of Reinforcement	see Above	collected will drive content
	Instructional		area PLC's.
	Calendars, Mini-		
	Lessons and Mini-		Mid-Term Exams
	Assessments		
			Students enrolled in grades 6-
	School-wide academic		
	recognition programs		8 during the 2013 FCAT 2.0
	every nine weeks		Math administration will
	Marzano's Research-		participate in all tests.
	Based Strategies for		
			Students taking Algebra I, IB
	Increasing Student		
	Achievement. These		or Geometry will participate
	strategies include the		in their respective EOC
	following:		administrations.
	Identifying Similarities and		
			Fourth Nine Weeks:
	Differences		
	Summarizing and Note		Semester exams and teacher
	Taking		made tests.
	Reinforcing Effort and		
	controlong Enort and		Data from all of the
			Dura from an of me

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2012-2015 School Implovement I fan Su		
	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	

Mathematics 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				
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				

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Math (MS and HS)	6-12	Alicia Newcomb	YS Math Teachers	3 rd Tuesday of the month 45 minutes during common planning period	Formative Assessments Florida Achieves 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, 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

Mathematics Duuget			
Include only school-based funded activity	ties/materials and exclude district funded acti	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
A *			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					
"Guiding Questions", identify	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	
	012 Current evel of	2013 Expected Level of Performance:*	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.	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.	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	 1.1. Data Analysis with School-wide 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 least annually. <u>First Nine Week Check</u> Students will participate in district Formative Assessments. Teachers will monitor student progress and proficiency with the FCIM lessons and assessments. Data collected 	1.1. Biology FCIM Lessons Formative Assessments Mid-Term Exams Semester Exams Teacher Made Tests	

Tall Juveline Justice Education	in i rograms		
		district formative	will drive content area PLC's.
	instruction embedded across	assessments,	
	all content areas.		Mid-Term Exams
		embedded	
	Action Steps		Second Nine Week Check
	The core program is	teacher made tests and	Students will participate in
	classroom based instruction	exams.	district Formative Assessments.
	on the essential standards. It		Teachers will monitor student
	involves a viable core		progress and proficiency with
			the Florida Achieves lessons
		school-wide PLC	and assessments. Data
			collected will drive content
	teachers use interventions		area PLC's.
	such as researched based	QCA, mini-lessons,	
	instructional strategies,	and mini-assessments	Semester exams and teacher
	flexible grouping for		made tests.
	differentiated instruction and		
	frequent progress monitoring		Third Nine Week Check
			Students will participate in
	learning. These		district Formative Assessments.
			Teachers will monitor student
	to classroom learning, not in		progress and proficiency with
		encountered and work	
		to identify possible	assessments. Data collected
	focusing on the following	solutions.	will drive content area PLC's.
	strategies, materials and		
	techniques in our core		Mid-Term Exams
	program:	Check	
	Use of Reinforcement	See Above	
	Instructional Calendars,		
			Fourth Nine Weeks:
	Mini-Assessments	Check	Semester exams and teacher
	• School-wide academic	See Above	made tests.
	recognition programs		
	· · · · · ·		Data from all of the
	 Marzano's Research- 	Check	instruments identified above
		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		
<u> </u>	Reinforcing Effort and		

<u>2012-2015</u> School Imp	novement i	lan juvenn	e Justice Education	i i i ugi anis			
				Providing Recognition 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 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			
			1.2.	reports 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", identi improvement for t	fy and define area	is in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or 4 and 5 in Biology.			See Biology Goal	2.1. See Biology Goal #1	See Biology	2.1. See Biology Goal #1	2.1. See Biology Goal #1
Biology Goal #2: See Biology Goal #1	Level of	2013 Expected Level of Performance:*	#1		Goal #1		
Data Analysis not yet available due to collection of baseline	See	See					

information.	Biology Goal #1	Biology Goal #1			

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				
			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 sch- areas in need of	ool data, identify f improvement:	and define	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Career Education Goal	1. Career Education Goal		1.1.	1.1.	1.1.	1.1.	1.1.
	2012 Current	2013 Expected		All students enrolled in a Youth Services program will		Data Analysis with School- wide and Site-Based PLC's.	
The percentage of students	Level :*	Level :*	regular basis prior to	participate in "year-round"	PLC Leadership Team		
who maintain or increase			court-ordered residential	school. Students will adhere	Subject Area Leaders	The DJJ CA Reading and Math	
their Work Place Readiness			placement and are	to a modified school calendar	School Improvement	will be administered to all	
assessments scores will					Coordinator	students within 10 days of entry	
increase from 72% to 74%.				instructional days. Students		to the programs.	
			reading, math, science and		How		
					PLC Leaders will	The DJJ CA will be	
				· · · ·	conduct bi-monthly	administered to all residential	
				are reviewed at least monthly		and day treatment students	
				by all teachers. Students will		within 30 days of exit or at	
					data collected on	least annually.	
					mini-lessons, and		
				will receive remedial	mini-assessments.	Students will complete the	
				instruction and strategies		Workplace Readiness Pre-Test,	
					Subject Area Leaders	CHOICES, and Career Interest	
					5	Inventory. They will also complete a Career Goal	
					content area PLC	Interview at entry.	
					0	interview at entry.	
	700/	740/			data collected on STAR, district	First Nine Week Check	
	72%	74%			formative	Students will participate in all	
					assessments,	district and state progress	
				science instruction embedded	· · · · · · · · · · · · · · · · · · ·	monitoring assessments. Data	
					embedded	collected will be used to drive	
				deross un content dreus.	assessments and	classroom instruction.	
				Action Steps	teacher made tests and		
				-	exams.	Mid-Term Exams	
				classroom based instruction			
				on the essential standards. It	Administration will	Second Nine Week Check	
				involves a viable core	facilitate monthly	In addition to above, students	
				curriculum that embeds	school-wide PLC	will take course semester	
					meetings to review	exams and teacher made tests.	
				1 8 1	data collected on		
					QCA, mini-lessons,	Third Nine Week Check	
				such as researched based	and mini-assessments	See above	
				instructional strategies,			
					PLC Leadership	Students enrolled during the	
				differentiated instruction and	Team/Problem	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

2012 2013 School Implovement I an Suvenice Sustice Education				
	frequent progress monitoring	Solving Team will	Reading administration will	
	to maximize student learning.		participate in all tests.	
		review data collection	participate in an tests.	
			Fourth Nine Weelse	
		and problems	Fourth Nine Weeks:	
			Students will participate in	
		to identify possible	EOC assessments as	
		solutions.	appropriate.	
	focusing on the following			
	strategies, materials and	Second Nine Week	Semester exams and teacher	
	_	Check	made tests.	
		See Above		
	 Use of Reinforcement 		Data from all of the	
	Instructional Calendars,		instruments identified above	
	Mini-Lessons and	<u>Check</u>	will be used to determine	
	Mini-Assessments	See Above	student progress during their	
	School-wide academic		enrollment at a Youth Services	
	recognition programs	Fourth Nine Week	school site. PLC's will analyze	
		Check	data and identify areas of	
		See Above	strength and need to better	
	Based Strategies for		augment student learning	
		Summer Semester	gains.	
	mereusing student	See Above	80000 <u>.</u>	
	riemevement. riese	See ADOVE		
	strategies include the			
	following:			
	Identifying Similarities			
	and Differences			
	9. Summarizing and			
	Note			
	Taking			
	10. Reinforcing Effort			
	and Providing			
	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			
	• • • • • •			

	Justice Education 110grams		
	following components		
	5. Teacher explicit		
	instruction		
	6. Teacher modeled		
	example		
	7. Guided practice		
	8. Check for		
	understandin	g	
	 Higher order questionin (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				
Hillsborough Academy Site-Based PLC	5-12	Alicia Newcomb	Hillsborough Academy faculty and staff		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)	5-12	Alicia Newcomb	YS PLC Leaders	C () ,	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			
	· · · · ·	· · · ·	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 students the	percentage represents next to the	$\mathbf{p}_{arcantaga}$ (a.g. $7(10\% (35))$
when using percentages,		percentage represents heat to the	percentage (e.g. 70% (33)).

TRANSITION GOAL(S)		Problem-Solving Process to Increase Student Achievement					
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Transition Goal			1.1.	1.1. Antion Stone	1.1. Who	1.1.	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 gubtice Education	U	1	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		
			<u>Summer Semester</u> See Above		
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

Transition P	rofessional	Development
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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)	Schedules ase) and quency of Strategy for Follow-up/Monitoring Person or Position Mon				
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 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: \$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	
May 2012				30

See Reading and Math Budget				
				Subtotal: \$0
Other				
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
2 Smart Boards	\$1776.48
Installation	\$66.00
Ancillary Materials for Smart Boards	\$266.22

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.