# FLORIDA DEPARTMENT OF EDUCATION



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

2012–2013 Falkenburg Juvenile Residential Facility (5056)

#### 2012 - 2013 SCHOOL IMPROVEMENT PLAN

#### **PART I: SCHOOL INFORMATION**

School Name: Falkenburg 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 a	
			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

ZU1Z-2	013 School Improveme	nt Pian Juveniie Justice E	aucauon Prog	rams	
					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. 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

#### **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 Current School	Number of Years as an Instructional Teacher	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Science Physical Education	Eric Petro	Degrees: B.A – Criminal Justice  Certification: Physical Education K-12 ESE K-12 MG Integrated Curriculum 5-9 Geography 6-12	14	17	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 math.
Reading, English/ Language Arts, PCSD	JoAnna DeJesus	Degrees: B.A – Communication Certification: Elementary education, English 6-12	4	6	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 math.

Reading,	Krista Young	Degrees:	<u>.</u>		2011-2012
English/		B.A – Communications			77% of students enrolled in Youth Services programs make academic
Language		Certification:			gains in reading.
Arts, PCSD		Social Sciences 6-12			76% of students enrolled in Youth Services programs make academic
Titts, T CDD		Social Sciences o 12	1	3	gains in math.
			1	3	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.
Math	Franklin Torres	Dogwood			2011-2012
Maui	Frankini Tones	Degrees: B.A – Exceptional Student			77% of students enrolled in Youth Services programs make academic
		_			gains in reading.
		Education		21	76% of students enrolled in Youth Services programs make academic
		M.S. – Educational	9	21	gains in math.
		Leadership			2010-11
		EdS - Administration			71% of students enrolled in Youth Services programs make academic
		<b>Certification:</b>			gains in reading.
		ESE K-12			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.
Social	Cindy Gibson	<u>Degrees:</u>			2011-2012
Sciences		B.A – Interdisciplinary	5	26	77% of students enrolled in Youth Services programs make academic
		Social Sciences			gains in reading.
		<b><u>Certification:</u></b>			76% of students enrolled in Youth Services programs make academic
		Social Sciences 6-12			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.

		t Plan Juvenile Justice Ed	1		2011 2012
Agribusiness	Stephen Harlow	Degrees:	1	15	2011-2012
		B.S Agriculture			77% of students enrolled in Youth Services programs make academic
		<b>Certification:</b>			gains in reading.  76% of students enrolled in Youth Services programs make academic
		Agriculture 6-12			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.
ESE	Tiffany Donahoo	Degrees:			2011-2012
		M.A. – Adult Education			77% of students enrolled in Youth Services programs make academic
		B.S –Varying			gains in reading.
		Exceptionalities	4	9	76% of students enrolled in Youth Services programs make academic
		Certification:			gains in math.
		ESE K-12			2010-11
		Reading (endorsement)			71% of students enrolled in Youth Services programs make academic
		Reading (chaorsement)			gains in reading.
					62% of students enrolled in Youth Services programs make academic
					gains in math.
					2009-10 70% of students appelled in Youth Semilers programs make accelemic
					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	Corey Brown	Degrees:			2011-2012
LSL	Corcy Brown	B.A Psychology	4	9	77% of students enrolled in Youth Services programs make academic
			4	9	gains in reading.
		Certification:			76% of students enrolled in Youth Services programs make academic
		ESE K-12			gains in math.
		Social Studies 6-12, MGIC			2010-11
		5-9, Pre-K – Grd 3,			71% of students enrolled in Youth Services programs make academic
		Elementary Ed			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)
Teacher Interview Day	Administrative Team	June 2013	
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	Provide the strategies that are being implemented to
out-of-field and who are not highly effective.	support the staff in becoming highly effective

2	District provided Reading Endorsement courses

#### 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
8	0%	12.5% (1)	37.5% (3)	50% (4)	25% (2)	75% (6)	12.5% (1)	0% (0)	0% (0)

#### **Teacher Mentoring Program**

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
David Giberson	All Teachers at Falkenburg Juvenile Residential Treatment Facility	District EET Program	Bi-Annual Evaluations, Pop-ins, Informal observations

<sup>\*</sup>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

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 7<sup>th</sup> 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)).

READING GOALS			Problem-Solving Process to Increase Student Achievement				
"Guiding Questions", identi	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
Reading test will increase	2012 Current Level of Performance:* 77% of students increase their STAR	2013 Expected Level of Performance:* 73% of students	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.	I or 2 will be enrolled in a 150 minute block of Intensive Reading and Language Arts.  Action Steps  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	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	The DJJ Common Assessment will be administered to all	FAIR Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests

2012-2013 School Improvement Plan Juvenile Justice Education Programs						
	This year our school is	instruments.				
	$\mathcal{E}$	Information will be	Third Nine Week Check			
	strategies, materials and	used to provide	Students will participate in the			
	techniques in our core	assistance in	state's progress monitoring			
	program:	classrooms. It will	system, FAIR			
		also be used as a tool				
		to identify areas of	Mid-Term Exams			
	Mini-Lessons and	strength and needs				
	Mini-Assessments	throughout the school	Students enrolled during the			
	School-wide academic		2013 FCAT 2.0 Reading			
	recognition programs	Second Nine Week	administration will participate			
	every nine weeks	Check Check	in all tests.			
	Marzano's Research-					
		See Above	Fourth Nine Weeks:			
	Increasing Student		Semester exams and teacher			
	Achievement. These	Third Nine Week	made tests.			
	strategies include the	Check				
	following:		Data from all of the			
	Identifying Similarities	See Above	instruments identified above			
	and Differences		will be used to determine			
	1. Summarizing and Note	Fourth Nine week	student progress during their			
	Taking	<u>Check</u>	enrollment at a Youth Services			
	2. Reinforcing Effort and		school site. PLC's will analyze			
	Troviding recognition	See Above	data and identify areas of			
	3. Practice		strength and need to better			
	4. Nonlinguistic		augment student learning			
	Representations		gains <u>.</u>			
	5. Cooperative Learning					
	6. Setting Objectives and					
	Providing Feedback					
	7. Generating and Testing					
	Hypotheses					
	8. Cues, Questions and					
	Advance Organizers					
	<ul> <li>Building effective</li> </ul>					
	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					
	CRISS sumogres					

		<ul> <li>Cornell Notes</li> <li>Teacher-Student Data Chats every nine weeks</li> <li>Differentiated Instructional Strategies</li> <li>Mid-Term progress reports</li> </ul>			
•	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 <sup>rd</sup> 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 <sup>st</sup> 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.

their SIP.							
Evidence-based Program(s)/Materials(s)	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							

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

	Subtotal: 50						
Professional Development	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  Gordoner's Multiple Intelligence	Teachers will participate in ongoing school wide trainings to help them learn to implement DI strategies in all classrooms.	NA HCPS	\$0  \$0				
Gardener's Multiple Intelligence	District Paid Training	ners	ΦU				

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

Other

Subtotal: \$0

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
			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)).

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Percentage of students mak mathematics.  Mathematics Goal #1:	king learnir		attended school on a regular basis prior to	Youth Services program will participate in "year-round"	PLC Leadership Team	1.1. Data Analysis with School-wide and Site-Based PLC's. The DJJ Common Assessment	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.	vel of rformance:* 5% of udents aintain or crease their FAR Math	evel of	placement and are therefore significantly below grade level in math.	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	School Improvement Coordinator  How PLC Leaders will conduct bi-monthly site-based PLC meetings to review data collected on	will be administered to all residential and day treatment	Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests	

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

2012-2013 School Improvement Plan Juvenile Justice Educa	
	will receive remedial and mini-assessments. First Nine Week Check
	instruction and strategies Students will participate in
	based on their needs as Subject Area Leaders district Formative Assessments.
	identified on the TABE, will conduct monthly Teachers will monitor student
	STAR, Springboard, and content area PLC progress and proficiency with
	Florida Achieves lessons. meetings to review the Florida Achieves lessons
	data collected on and assessments. Data
	Students will participate in Florida Achieves, and collected will drive content
	curriculum with math district formative area PLC's.
	instruction embedded across assessments,
	all content areas. Springboard Mid-Term Exams
	embedded
	Action Steps assessments and 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 Administration will progress and proficiency with
	curriculum that embeds facilitate monthly the Florida Achieves lessons
	monitoring for all students. school-wide PLC and assessments. Data
	Within the core program, meetings to review collected will drive content
	teachers use interventions data collected on area PLC's.
	such as researched based OCA, mini-lessons,
	instructional strategies, and mini-assessments Semester exams and teacher
	flexible grouping for made tests.
	differentiated instruction and PLC Leadership
	frequent progress monitoring Team/Problem  Third Nine Week Check
	to maximize student  Solving Team will  Students will participate in
	learning. These meet quarterly to district Formative Assessments.
	interventions are in addition review data collection Teachers will monitor student
	to classroom learning, not in and problems progress and proficiency with
	place of classroom learning. encountered and work the Florida Achieves lessons
	This year our school is to identify possible and assessments. Data
	focusing on the following solutions. collected will drive content
	strategies, materials and area PLC's.
	techniques in our core First Nine Week
	program: Check Mid-Term Exams
	Use of Reinforcement See Above
	Instructional Calendars. Students enrolled in grades 6-8
	Mini-Lessons and Second Nine Week during the 2013 FCAT 2.0
	Mini-Assessments Check 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
	77.77.77.77.77.77.77.77.77.77.77.77.77.
	Increasing Student administrations.

2012-2013 School Improvement Plan Juvenile Justice Education Programs						
	Achievement. These	Fourth Nine Weeks:				
	strategies include the	Semester exams and teacher				
	following:	made tests.				
	Identifying Similarities					
	and Differences	Data from all of the				
	1. Summarizing and	instruments identified above				
	Note	will be used to determine				
	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 <u>.</u>				
	5. Cooperative					
	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					

ſ		1.2.	1.2.	1.2.	1.2.	1.2
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		1.3.	1.3.	1.3.	1.3.	1.3.
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# Algebra End-of-Course (EOC) Goals

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

Algebra 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
The percentage of students scoring Level 3 on the Florida Algebra I EOC will increase from 0% to 20%  Level of Performance:*  0% (0/3) of our students scored will score Level 3 or higher on the Florida on the 2012 of the Algebra I EOC during Florida Algebra I 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.	(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.	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	Data Analysis with School-wide and Site-Based PLC's.  The DJJ Common Assessment will be	Formative Assessments Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests
		Action Steps	facilitate monthly	Mid-Term Exams	

2012-2013 School Improven	ient Plan Juvenile Justice Educatio	on r rograms		
		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		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
		program:	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		
		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
		Achievement. These		or Geometry will participate
		strategies include the		in their respective EOC
		following:		administrations.
		Identifying Similarities and		
		Differences		Fourth Nine Weeks:
		Summarizing and Note		Semester exams and teacher
		Taking		made tests.
		Reinforcing Effort and		
		Providing Recognition		Data from all of the
		Practice Practice		instruments identified above
		Nonlinguistic		will be used to determine
		Representations		student progress during their
		F		enrollment at a Youth
•	•			10

2012-2013 School Imp	provement F	'lan Juvenile J	lustice Education	Programs			
	2 OVERIENT I	an suveme s		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 reports		Services school site. PLC's will analyze data and identify areas of strength and need to better augment student learning gains.	
Based on the analysis of studer "Guiding Questions", identify an for the fo	nd define areas in no following group:	need of improvement	Anticipated Barrier	Strategy 2.1.	Person or Position Responsible for Monitoring 2.1.	Process Used to Determine Effectiveness of Strategy 2.1.	Evaluation Tool
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.		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 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	Florida Achieves Assessments Formative Assessments Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests

2012-2013 School Improvement Plan Juvenile Justice Education			
		QCA, mini-lessons, and	and day treatment students
	follow the HCPS pupil	mini-assessments.	within 30 days of exit or at
	progression plan. Students		least annually.
	will receive remedial	Subject Area Leaders	
	instruction and strategies	will conduct monthly	First Nine Week Check
	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
		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
		school-wide PLC	
		meetings to review data	Second Nine Week Check
	on the essential standards.		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
		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
		Second Nine Week	Assessments.
	focusing on the following	<u>Check</u>	Teachers will monitor student
	S ,	See Above	progress and proficiency with
	techniques in our core		the Florida Achieves lessons
	program:	Third Nine Week Check	and assessments. Data
	<ul> <li>Use of Reinforcement</li> </ul>	See Above	collected will drive content
	Instructional		area PLC's.
	Calendars, Mini-		
	Lessons and Mini-		Mid-Term Exams
	Assessments		
	<ul> <li>School-wide academic</li> </ul>		Students enrolled in grades 6-
	recognition programs		8 during the 2013 FCAT 2.0
	every nine weeks		Math administration will
·			0.1

2012-2013 School Improvement Plan Juvenile Justice Education Programs Marzano's Researchparticipate in all tests. Based Strategies for Students taking Algebra I, IB Increasing Student Achievement. These or Geometry will participate in their respective EOC strategies include the administrations. following: Identifying Similarities and Fourth Nine Weeks: Differences Semester exams and teacher Summarizing and Note Taking made tests. Reinforcing Effort and Providing Recognition Data from all of the Practice instruments identified above Nonlinguistic will be used to determine student progress during their Representations 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 Hypotheses better augment student learning gains. 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

# 2012-2013 School Improvement Plan Juvenile Justice Education Programs Geometry End-of-Course Goals

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

Geometry	y EOC Goa	ls		Problem-Solving l	Process to Increase	Student Achievement	t
Based on the analysis of studer "Guiding Questions", identify an for the fo			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Ac	hievement Le	vel 3 in	1.1.	1.1.	1.1.	1.1.	1.1.
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 %	not attended school on a regular basis prior to court-ordered residential placement and are therefore significantly below grade level in math.	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.  Action Steps The core program is classroom based instruction on the essential standards. It involves a viable core curriculum that embeds monitoring for all students.	Who Principal PLC Leadership Team Subject Area Leaders School Improvement Coordinator  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 and exams.  Administration will facilitate monthly school-wide PLC meetings to review data collected on QCA, mini- lessons, and mini- assessments  PLC Leadership Team/Problem Solving Team will meet quarterly	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.  First Nine Week Check Students will participate in district Formative Assessments. Teachers will monitor student progress and proficiency with the Florida Achieves lessons and assessments. Data collected will drive content area PLC's.  Mid-Term Exams  Second Nine Week Check Students will participate in district Formative Assessments. Teachers will monitor student progress and proficiency with the Florida Achieves lessons	Formative Assessments Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests

2012-2013 School Improvement Plan Juvenile Justice	
	instructional strategies, to review data collection and assessments. Data
	flexible grouping for and problems collected will drive content
	differentiated instruction 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 See Above Third Nine Week Check
	place of classroom learning. Students will participate in
	This year our school is <u>Second Nine Week</u> district Formative
	focusing on the following <u>Check</u> 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
	bearing objectives and
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	Advance Organizers learning gains.
	Puilding offoative lesson
	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			
	d define areas in r llowing group:	need of improvement	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Strategy	Evaluation Tool
2. Students scoring at or and 5 in Geometry.  Geometry Goal #2:  In 2011-12, 0% (0/1) students participated in the 2012 Florida Geometry EOC assessments.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	a regular basis prior to court-ordered residential placement and are therefore significantly below grade level in math.	prescriptive written plans, Individual Academic Plans	Principal PLC Leadership Team Subject Area Leaders School Improvement Coordinator  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	2.1.  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.  First Nine Week Check Students will participate in district Formative Assessments. Teachers will monitor student	Teacher Made Tests

assessments, Springboard progress and proficiency with	
Students will participate in embedded assessments the Florida Achieves lessons	
curriculum with math and teacher made tests and assessments. Data	
instruction embedded across 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	
program: 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	
every time weeks	
Based Strategies for Increasing Student Students taking Algebra I, IB	
following.	
Identifying Similarities and	
Differences Fourth Nine Weeks: Semester evens and teacher	
Semester exams and teacher	26

Summarizing and Note Taking	made tests.
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	curring gans.
Advance Organizers	
ravance organizors	
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** 

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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	6-12	Alicia	All YS Math teachers and	October 2012	Discussion and data analysis of all	Greg Harkins, Principal	

and Strategy Training		Newcomb	Support Facilitators		YS programs during monthly subject area PLC's	Carole Fernandez, Asst. Principal
Math (MS and HS)	6-12	Alicia Newcomb	YS Math Teachers	3 <sup>rd</sup> 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	1st Friday of the month, 3 hours	See Above	Greg Harkins, Principal

End of Geometry EOC Goals

**Mathematics Budget** 

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	
		1	<u>'</u>	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

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 Pr	ocess to Increase	e 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 Le 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.	2013 Expected Level of Performance:*  40%.	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	PLC Leadership Team Subject Area Leaders School Improvement Coordinator How PLC Leaders will conduct bi-monthly site-based PLC	Data Analysis with School-wide and Site-Based PLC's.	1.1. Biology FCIM Lessons Formative Assessments Mid-Term Exams Semester Exams Teacher Made Tests

2012-2013 School Improvement Plan Juvenile Justice Education	on Programs		
	STAR, Springboard, and	content area PLC	Teachers will monitor student
	Florida Achieves lessons.	meetings to review	progress and proficiency with
		data collected on	the FCIM lessons and
	Students will participate in	Florida Achieves, and	assessments. Data collected
	curriculum with math	district formative	will drive content area PLC's.
	instruction embedded across	assessments,	
	all content areas.	Springboard	Mid-Term Exams
		embedded	
	Action Steps	assessments and	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	Administration will	progress and proficiency with
	curriculum that embeds	facilitate monthly	the Florida Achieves lessons
	monitoring for all students.	school-wide PLC	and assessments. Data
	Within the core program,	meetings to review	collected will drive content
	teachers use interventions	data collected on	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	PLC Leadership	
	frequent progress monitoring	Team/Problem	Third Nine Week Check
	to maximize student	Solving Team will	Students will participate in
	learning. These	meet quarterly to	district Formative Assessments.
	interventions are in addition	review data collection	Teachers will monitor student
	to classroom learning, not in		progress and proficiency with
		encountered and work	the FCIM lessons and
	This year our school is	to identify possible	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	
	<ul> <li>Use of Reinforcement</li> </ul>	See Above	
	Instructional Calendars	,	
	Mini-Lessons and	Second Nine Week	Fourth Nine Weeks:
	Mini-Assessments	Check Check	Semester exams and teacher
	<ul> <li>School-wide academic</li> </ul>	See Above	made tests.
	recognition programs		
	every nine weeks	Third Nine Week	Data from all of the
	<ul> <li>Marzano's Research-</li> </ul>	<u>Check</u>	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
	1	<u>l</u>	augment student learning

2012-2013 School Imp	n ovement i ian Juvenn	e Justice Education	n r rograms			
			Differences		gains <u>.</u>	
			Summarizing and Note			
			Taking			
			Reinforcing Effort and			
			Providing Recognition			
			Practice			
			Nonlinguistic			
			Representations			
			Cooperative Learning			
			Setting Objectives and			
			Providing Feedback			
			Generating and Testing			
			Hypotheses			
			Cues, Questions and			
			Advance Organizers			
			Advance Organizers			
			Duilding offertive less			
			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			
			<ul> <li>Teacher-Student Data</li> </ul>			
			Chats every nine weeks			
			<ul> <li>Differentiated</li> </ul>			
			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.
		1.5.	1.3.	1.5.	1.3.	1.3.
Based on the analysis of student a	achievement data, and reference to	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool
"Guiding Questions", identi	fy and define areas in need of	•		Responsible for	Effectiveness of	
improvement for the	he following group:			Monitoring	Strategy	
2. Students scoring at or	above Achievement Levels	2.1.	2.1.	2.1.	2.1.	2.1.
4 and 5 in Biology.						
and 5 in Diviogy.						
			I .	I.	<u>I</u>	l .

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Biology Goal #2: See Biology Goal #1	2012 Current Level of Performance:*	Level of	See Biology Goal #1	See Biology Goal #1	See Biology Goal #1	See Biology Goal #1	See Biology Goal #1
Data Analysis not yet available due to collection of baseline information.	See Biology Goal #1	See Biology Goal #1					

# **Science Professional Development**

Profess	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 <sup>rd</sup> 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	1st 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	District paid training	HCPS	\$0					

Training			
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
	l C	-	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 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?

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

CAREER EDUCATION GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Career Education Goal			1.1.	1.1.	1.1.		1.1.
The percentage of students who maintain or increase	2012 Current Level :*	2013 Expected Level :*	attended school on a regular basis prior to court-ordered residential	Youth Services program will participate in "year-round" school. Students will adhere	PLC Leadership Team Subject Area Leaders	The DJJ CA Reading and Math	
their Work Place Readiness assessments scores will increase from 72% to 74%.			below grade level in reading, math, science and	instructional days. Students will receive prescriptive	Coordinator <u>How</u>	will be administered to all students within 10 days of entry to the programs.	
			social studies.	Academic Plans (IAP) that are reviewed at least monthly by all teachers. Students will follow the HCPS pupil	meetings to review data collected on	The DJJ CA will be administered to all residential and day treatment students within 30 days of exit or at least annually.	
	72%	74%		will receive remedial instruction and strategies based on their needs as identified on the STAR Reading, Math, and Choices Planner.	mini-lessons, and mini-assessments.  Subject Area Leaders will conduct monthly content area PLC meetings to review data collected on	Students will complete the Workplace Readiness Pre-Test, CHOICES, and Career Interest Inventory. They will also complete a Career Goal Interview at entry.	
				Students will participate in curriculum with reading, math, science and social science instruction embedded across all content areas.	STAR, district formative assessments,	First Nine Week Check Students will participate in all district and state progress monitoring assessments. Data collected will be used to drive classroom instruction.	
				Action Steps The core program is classroom based instruction on the essential standards. It involves a viable core	teacher made tests and exams.		

2012-2013 School Improvement Plan Juvenile Justice Education	Ü		
		meetings to review	exams and teacher made tests.
	Within the core program,	data collected on	
	teachers use interventions	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		FCAT March 2011 SSS
	frequent progress monitoring		Reading administration will
	to maximize student learning.	meet quarterly to	participate in all tests.
	These interventions are in	review data collection	
			Fourth Nine Weeks:
	learning, not in place of		Students will participate in
	classroom learning.	• •	EOC assessments as
	This year our school is	solutions.	appropriate.
	focusing on the following		
		Second Nine Week	Semester exams and teacher
	techniques in our core	Check Check	made tests.
	program:	See Above	
	<ul> <li>Use of Reinforcement</li> </ul>	L	Data from all of the
	Instructional Calendars,		instruments identified above
	Mini-Lessons and	Check	will be used to determine
	Mini-Assessments	See Above	student progress during their
	<ul> <li>School-wide academic</li> </ul>	L	enrollment at a Youth Services
	recognition programs	Fourth Nine Week	school site. PLC's will analyze
	every nine weeks	Check	data and identify areas of
	<ul> <li>Marzano's Research-</li> </ul>	See Above	strength and need to better
	Based Strategies for	a a	augment student learning
	Increasing Student	Summer Semester	gains <u>.</u>
	Achievement. These	See Above	
	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		
	reedback		

2012-2013 School Hilpt	ovement i ian suvemi	grante Education Frograms		
		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		
		example		
		7. Guided practice		
		8. Check for		
		understandin	or	
		Higher order questioning		
		(Read and Think Deeply		
		CRISS strategies	′	
		• Cornell Notes		
		• Teacher-Student Data		
		Chats every nine weeks		
		Differentiated		
		Instructional Strategies		
		<ul> <li>Mid-Term progress</li> </ul>		
		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	2,	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	1 Tuocdoy of the month	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	1 Tuocdoy of the month	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	1st 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)

Carter Education Goal(s) Du	luget (msert rows as needed)		
Include only school-based funded a	activities/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)

# **2012-2013** School Improvement Plan Juvenile Justice Education Programs Transition Goal(s)

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

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

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

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

TRANSITION GOAL(S)		Problem-Solving Process to Increase Student Achievement					
Based on the analysis of school data, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Transition Goal			1.1.	1.1.	1.1.	1.1.	1.1. Tanasiti an Data
	2012 Current Level :*	2013 Expected Level:*	placement due to poor previous academic performance, disinterest in education, or other external factors.	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, Mini-Lessons and Mini-Assessments • School-wide academic	PLC Leadership Team Subject Area Leaders School Improvement Coordinator YS Mock QA Team Transition Monitor How PLC Leaders will conduct bi-monthly site-based PLC meetings to review	data collected during post transition assistance and follow up.	Transition Data collection tool

2012-2013 School Improvement P	ian Juvenne Justice Education			
		every nine weeks	exams.	 
		every nine weeks  Teacher-Student Data Chats every nine weeks  Differentiated Instructional Strategies  Mid-Term progress reports  Participation in Treatment Team  Participation in Exit Conferences  Development of Exit plans with students  Involving receiving district in transition planning process.	Administration will facilitate monthly school-wide PLC meetings to review data collected on 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.  Second Nine Week	
			Second Nine Week Check See Above	
			Third Nine Week Check See Above	
			Fourth Nine Week Check	

			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 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 PD Participants Target Dates and Schedules (e.g., Early Release) and Strategy for Follow up/Mo		Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring		
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	1st Friday of the month, 3 hours	Workplace Readiness Mid-Year Report Workplace Readiness EOY Report	Greg Harkins, Principal	

# Transition Budget (Insert rows as needed)

2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1						
Include only school-based funded activ	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			
See Reading and Math Budget	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			
Strategy	Description of Resources	Funding Source	Available Amount
See Reading and Math Budget			
	·	<u>.</u>	Grand Total: \$0

# End of Transition Goal(s)

Final Budget (Insert rows as needed)

Thai Budget (hiself lows 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

2012-2013 School Improvement Plan Juvenile Justice Educa	tion Programs
School Advisory Council School Advisory Council (SAC) Membership Compliance	
	trict. The SAC is composed of the principal and an appropriately balanced number of
teachers, education support employees, students (for middle and high the ethnic, racial, and economic community served by the school. Plea	school only), parents, and other business and community citizens who are representative of use verify the statement above by selecting "Yes" or "No" below.
X Yes	□No
If No, describe measures being taken to comply with SAC requirement	nt.

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.